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AGNES SCOTT

ALUMNAE MAGAZINE SUMMER 1993

EDITOR'S NOTE

From the life of Bonhoeffer, who died for faith amidst a corrupted culture, the Agnes Scott community probed its own issues of integrity, justice and sacrifice

A barefoot actor in wire-rim glasses and tattered undershirt stands alone on a darkened Agnes Scott Winter Theatre stage. The set is stark: bare floor, narrow cot, a rough wooden chair and table scattered with books, paper and pen. Against the wall hangs a red banner with black swastika. The place: cell 92, Tegel Prison (outside Berlin). Words revealed the man:

Sleep a little.

*Strengthen body and soul,
head and hand.*

For people, houses, spirits and hearts are aflame.

Till your day breaks

After blood red night—stand fast. . . .

The writer, Lutheran theologian Dietrich Bonhoeffer, knew that there was no sleep in the blood-red night that had settled over his native Germany by 1944.

In the dark of the holocaust, each individual wrestled with life and death issues, with what it meant to act according to conscience and to live as a person of faith.

The life and words of this modern martyr—expressed in the one-act play, "The End, the Beginning of Life: the Prison Experiences of Dietrich Bonhoeffer," by David Newton; and in the documentary film, "The Life and Times of Dietrich Bonhoeffer"—provided a poignant centerpiece for the "Lives of Conscience," a symposium sponsored during the spring semester by the Faith and Learning Committee of Agnes Scott's Board of Trustees.

As the character playing Bonhoeffer probed his own mind and heart, the words stirred members of the audience to confront, to reflect upon and to wrestle with issues of personal integrity, justice and sacrifice. "What a person knows academically, what we have experienced and what we decide to do according to conscience," commented ASC Chaplain Patti Snyder, "this is where learning and faith intersect."

If the experience provoked those of us in Winter Theatre



to focus on the responsibilities and consequences of personal choice, it also raised provocative questions about collective responsibility. Bonhoeffer's particular concern was for the community of faith.

As Nazis secured key positions for themselves in German denominations, Bonhoeffer asked, point-blank, will the church Nazify its gospel or teach the gospel of Jesus Christ? He concluded: *We saw the lie raise its head, and we did not honor the truth.* When

the state demanded that all church leaders take an oath of allegiance to support Hitler, Bonhoeffer would not.

We saw our brethren in direst need, and feared only our own death, he lamented, as Hitler turned the force of a nation's self-hatred toward a religious minority. Over and over he called on the church to take a prophetic stand. But officially, the church remained silent. "It has not raised its voice on behalf of the victims," Bonhoeffer grieved and concluded, "It is guilty."

After 18 months confinement, on April 9, 1945, the 39-year-old Bonhoeffer was executed—just days before he would have been liberated by advancing American troops.

Following the Lives of Conscience symposium I re-read from Bonhoeffer's *Letters and Papers from Prison*, the poem, "Night Voices in Tegel."

*I am waiting for that midnight,
In whose fearfully streaming brilliance
The evil perish for anguish
And the good overcome with joy. . . .
Holy strength is at work,
Setting right.*

Celeste Leanington

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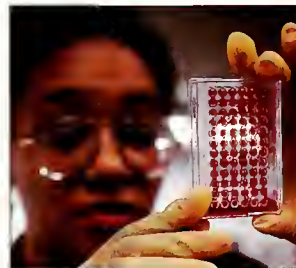


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Copyright © 1993, Agnes Scott College. Published two times a year by the Office of Publications, Agnes Scott College, Buttrick Hall, 141 E. College Avenue, Decatur, GA 30030, 404/371-6315. The magazine is published for alumnae and friends of the College.

Postmaster: Send address changes to Office of Development and Public Affairs, Agnes Scott College, Decatur, GA 30030.

The content of the magazine, reflects the opinions of the writers and not the viewpoint of the College, its trustees, or administration.

LIFESTYLE

Highlights from the lives and work of alumnae doing everything from book marketing and yoga to ministering in a diverse D.C. congregation

CLEAR-CUT ENGLISH

Author and Seminar Leader Lucie Barron Eggleston

Lucie Barron Eggleston '68 remembers well the grueling weekend she spent in the Agnes Scott library outlining a paper on Hamlet. But the expression that crosses her face when recalling that assignment is a smile, not a grimace. The experience 25 years ago shaped the business she

owns and manages today, Letter-Perfect Communications.

Eggleston tells Fortune 500 employees nationwide to invest their time in organizing thoughts first—then the writing will take care of itself. "Most people don't think through a letter or report before writing it. They think 'I've got to do this by the end of the day.' It's a task to be completed. They don't think about what the

written word can do, or what its results will be after

the receiver gets the communication.'"

The English graduate-former English teacher and bank training and development director, has also authored a book, *What They Never Told You in English* 101. In her self-help guide, the Columbia, S.C., author

debunks writing myths and gives readers basic principles. "A lot of people were taught what they shouldn't do." Eggleston's focus is on the positive.

—Leisa Hammett-Goad



FOOD FOR THOUGHT

Food Bank Consultant Virginia Love Dunaway '56

Most Americans are aware that programs exist to feed the needy. But many may be unaware of the complex structures necessary to keep the poor fed adequately and efficiently. Virginia Love Dunaway '65 is a part of this web. The ASC history and political sci-



ence major founded the Memphis Food Bank and is now a consultant to Second Harvest National Food Bank Network.

Dunaway travels to different food banks each month to monitor how effectively they distribute donated goods. She monitors how the food banks conduct their business and their finances, how

their boards govern and whether their executive directors practice sound leadership. In addition, she examines how these banks relate to their communities and how they store and distribute their food. Based on her findings, she suggests improvements. Monitoring food banks assures manufacturers that their donations are handled judiciously, she notes. —L.H. Goad

IN A VOLATILE MARKET

Marketing director Cheryl Carlson '84

Last year, when the publishing industry overall achieved a meager one percent income gain (up from no gains the previous year),

revenues at Heinle & Heinle of Boston quadrupled, to \$20 million. Heinle & Heinle attributes its remarkable growth to successful marketing ventures and to the acquisition of three publishing houses.

As marketing director for Heinle & Heinle Publishers, 30-year-old Cheryl Carlson '84, is focused and articulate. In less than five years she has developed a reputation for having the business savvy to market a company that dominates language materials publishing among competitors that include McGraw Hill, Houghton and Mifflin, and Holt, Reinhart.

"Publishing is a volatile industry," says Carlson. "Funds for books are closely related to the economy. If the market is down domestically, it might be up internationally. So we publish in a lot of markets."

Carlson's goal is to maximize revenues for her list of books. "I'm evaluated on whether we're growing, and if I'm within my budget," she says. By her own admission, the past five years have been marked by tremendous stress, growth and change.

During her tenure, Carlson has endured a reorganization in which half the staff were laid off and three



IN MOTIV LITTELL/CREA PHOTO

companies were acquired.

Acquiring new companies meant that "overnight I had twice as many titles, twice as many authors, and twice as many new markets," says Carlson.

Also, the corporate management style was radically altered and new management techniques were introduced. The company adopted a form of team management. "This means basically I have to live and die by my own decisions. And when you're making large financial decisions, it's initially overwhelming."

As one of the few native-born Americans on the 70-person staff, Carlson has learned how communication style is connected to culture. Her supervisor is Mexican and her editorial counterparts are Austrian and Argentinean. Working on cross-cultural teams

"brings a lot of texture to what we do," she says. "We all have different ways of managing."

"Coming to a decision as a group, without letting any one person drive the agenda, and making the decision that is best for all concerned, has been a real challenge for me," she admits. "I'm very independent and autonomous. I really prefer working by myself."

Although Carlson had studied French since kindergarten, it was a year abroad in France that proved the catalyst for her love of languages and for her "mission to see people learn languages better."

After graduating from Agnes Scott in 1984, Carlson worked in Atlanta for an international consulting firm. She handled CEO executive searches and researched mergers and acqui-

sitions. Two and a half years later, Carlson felt she'd gone as far as she could without an MBA from Harvard University or the Wharton School. But, before plunging into graduate school, she decided to take some time off.

At the encouragement of Tiz Faison '84, an Agnes Scott classmate who was working in Paris, Carlson headed for France. She studied language, literature and art history at the Sorbonne.

"Living in France was the most wonderful experience," says Carlson. "I wish I'd been brave enough to do it earlier."

With her newly acquired fluency in French, and her degree in English and economics from Agnes Scott, Carlson was hired by Heinle & Heinle, publishers of language materials in French, German, Italian, Russian and Spanish.

Headquartered in Boston's aristocratic Statler Building, Carlson's inner sanctum of mahogany paneled walls, art deco furniture and windows of leaded glass offers a breathtaking view of the city's Public Garden.

Although her office seems calm, the pace outside is frenetic.

"There are lots of deadlines, details and a 1,001

priorities—yours, your boss's, your colleagues', your authors', your customers'. And everyone thinks something different is important."

As marketing director, Carlson describes her job as primarily "number-crunching. I figure out what kind of story numbers tell and put it into words," she explains.

"I prepare monthly, quarterly and year-end reports, write sales forecasts, draft business plans and plans for venture capital."

"Cheryl's strength is managing," believes Heinle & Heinle designer Jean Duvoisin. "She has a high-pressure job and spends thousands of dollars. Her strength is in her ability to schedule her time and be a promise-keeper. There's always the illusion that there will be more time. But there never is."

Aside from working on two management teams for Spanish/French and German/Italian, she writes and

produces promotional pieces. She also meets with customers, attends conferences, sets up focus groups and spends time with new authors. (Annette Cash, chair of ASC's Spanish department, is a new author for Heinle & Heinle. Her book *A Cue Si* is due out this spring.)

"Most books are signed on a prospectus and an outline, maybe one chapter," she explains. "We sign authors because we're ex-

tremely interested in their research. Some might have a really unique concept."

Until this fall, Carlson traveled three weeks a month. But the exhausting pace began to take its toll. "It was hard to keep any normalcy or maintain a personal life with that kind of schedule," she says. "It's important to those of us who don't have things that root us, to not pull our roots up too often."

As demands on her time and energies grow, she has set priorities.

Once a week, she works at home. Her spacious apartment overlooking Beacon Street is a comfortable retreat—drenched with light from atrium skylights.

She also maintains a balance in her life through volunteer activities. "You realize there are much bigger things in life than whether a book is going to be a week late," she says. As a member of the Junior League of Boston, Carlson spends one day a week, and one weekend a month, working with homeless kids—taking them ice skating, preparing dinner for them, helping them with crafts. "Sometimes it's overwhelming with 30 kids in a small room. The noise is outrageous. I always have a headache when I leave. But I'm

TWIST AND SHAKE

Yoga Instructor Ruby Mae Laney Sewell '39

At 75 Ruby Mae Laney Sewell '39 says she's past the age of baring her midriff, but she's not too old to practice Middle Eastern dancing, a.k.a. belly dancing. Neither is she too old to teach others— young and old—the joy of movement, including Yoga, her favorite.

The French and psychology graduate began taking dance lessons as a child, took every dance course Agnes Scott offered, and began teaching dance in her home when her children were

young. Over the years she has taught hula, oriental and folk dancing, too. Sewell was past 50 when she learned Yoga's gentle stretching movements from a book loaned by a friend. She fell in love then with Hatha Yoga, which emphasizes exercise rather than meditation.

To refine her skills, Sewell frequently attends Yoga and Middle Eastern

dancing workshops in New York and California.

"Someone asked me once, 'Ruby, when are you ever going to learn enough?' She chuckles.

"This is my continuing education."
—L.H. Goad



surprised how generally happy the kids are—how sweet and anxious to please. And then, there are a few hell-raisers,” she admits with a laugh.

She traces her motivation for volunteering with homeless children from lessons learned at Agnes Scott.

“I was taught that to be a productive, happy person in our society, it’s important to take care of yourself and to love the people around you.

“No matter how busy you are, if you’re too busy to lend a hand to your friends and your neighbors or your town, there’s something wrong.”

Learning to put appropriate emphasis on her professional life and not letting it overwhelm the rest, says Carlson, is essential to her own sense of success.

Carolyn Blunk is a freelance writer living in Boston, Mass.

TAKE A BREAK?

Consultant Polly Brooks Simpson '61

Option 1: Find a job after high school or college graduation.

Option 2: Go to college or graduate school.

But Option 3? What is it?

Polly Brooks Simpson has all sorts of answers. It’s her business.

The former social worker and private practice therapist now consults with teens and young adults who need to fill in that proverbial year-off.

Simpson is a prime resource for students looking for a great way to delay college or take a break before continuing university study or pursuing graduate work, or before “entering the real world” of work.

She helps clients who wish to live abroad, learn a foreign language, do a community service project overseas or work on an environmental project.

She gives direction to students who simply say, “I’m tired and I don’t want to go to school next year.”

Simpson helps her clients explore their fantasies and possible career paths, then she researches and recommends several options which may include volunteer and internship opportunities.

The payoff for Simpson: watching transformation among her clients who gain confidence and self-esteem or a new life direction during their “sabbaticals.”

The one problem, Simpson finds, is that sometimes she would like to pursue the intriguing options that she finds for her clients. —L.H. Goad



DIVERSE COMMUNION

Pastor Garnett Foster '64

When the Rev. Garnett Foster '64 peers from her pulpit into her 225-member congregation she sees diversity—Anglo-Saxons, Africans, African-Americans, Caribbeans. Among them are high-powered Washington lobbyists, Environmental Protection Agency employees and at least 35 lawyers. It’s a crew, she says and chuckles. And the challenge posed by this motley

membership at Takoma Park Presbyterian Church in Takoma Park, Md., says Foster, their spiritual leader of two years, is to help match social commitment with theological understanding.

In her sermons the ASC English major and Princeton Theological Seminary graduate tries to give parishioners a new lens through which to view the biblical text and new ways of seeing life.

“One of my goals,” says Garnett, “is to develop a community whose life in the world flows out of theological understanding.”

—L.H. Goad



LINDA, AGE 43

I don't want to come back here.
Because you hear crying at night of some of the women and you
know what the children are going through. They realize their dreams
just aren't coming true. I still have lots of dreams.

JUST LIKE US

Photographer Laura Sikes intended to take candid photos

of life in the Moreland Avenue shelter for women. But she

changed her mind. She decided not to invade that private space.

Instead, she posted a sign-up sheet

for portraits and the following Sunday converted a small dining room into a studio. By the time she had put up the seamless and turned on the lights, a line of women—many with children—filled the hallway. She saw mothers combing their children's hair, women putting on lipstick and Dorothy styling her wig. "I think of the result as real intimate," says Sikes who later exhibited the photos to help Atlanta's homeless. "I learned a lot from those women, you know." ♡ Women and children are the fastest growing homeless population. In



CLYDE, AGE 81

"I used to stage dance, tap, Charleston, all that. Ballet. Well, after a certain age, I stopped 'cause I done lived my life and I know I can't live nobody else's, so I stopped that dancing. I didn't want to die dancing. I'd rather die with a prayer in my mouth."



DONNA WITH AMBER, 5, and VIRGINIA, 3

I've been a nurses' aide. A maid. A cook. I'm not afraid to work. I've tried to get jobs and they tell me, 'I'm sorry we just don't think you can handle it.' I need a job. I'm in a shelter but I want out. My goals are to have my children and myself in our own home.

response to that, concerned women like Sikes are getting involved. ♡ “I can’t walk out of the door and say today I am going to end homelessness or world hunger,” reasons Agnes Scott’s assistant publications manager Mary Alma Durrett. “But I can say I will fix dinner for these six homeless families at the Trinity shelter.” ♡ Durrett is one of several ASC staff and students whose lives connect with those of the homeless as they prepare meals and act as night directors at Trinity, one of Atlanta’s 14 shelters (providing 600 beds) for women and children. Early one morning as Durrett helped a young mother bundle up four kids hot with fever, she remembers worrying. By 7 a.m. they would have to leave the shelter and head into the cold. “Where do these women go during the day?” Durrett wonders. ♡ “The question that always rolls through my mind is how can I address the larger issues of homelessness?” ♡ Members of the Agnes Scott community are dealing with that. With nine women’s organizations (including Atlanta’s



DOROTHY,
FORMER
TEXTILE MILL
WORKER AND
MIGRANT
LABORER

“Before I came here, I was living in my car and sleeping in the park. I’d like to have my own apartment. I really would. Or just a little room with a little hot plate and a shower. That would be plenty for me. I don’t feel sorry for myself and I don’t want nobody else feeling sorry for me.”



BECKY WITH ALEX, 2, AND DANIEL, 9 MONTHS

I work on the labor pool. I make \$25 for eight hours; sometimes I can make \$15 or \$20 for six hours. I'm glad I got a place to stay. Most people ain't. They be sleepin' outside in the cold. I have a roof over my head. I mind my own business and stay out of trouble.

Junior League and Women's Chamber of Commerce) this year they formed the Women Helping Women Coalition to build a Habitat for Humanity house in Atlanta's Reynoldstown.

☛ For months, ASC Habitat chapter members spent off-hours sanding, nailing, painting and selling 250 Main tower-shaped birdfeeders—and President Ruth Schmidt personally donated \$1,000—to raise \$5,000 toward construction materials. ☛ Then Saturday after Saturday, volunteers



JERE AND HER SON, DESMOND

“The hardest thing is not being able to come home to a home like your own private apartment, and Desmond and me we sit down and have dinner and talk. I have to talk to him more to get him to realize things will be better again one day; he's like, every day, ‘Do you think we'll move soon?’”



MAKING A HOUSE A HOME

Agnes Scott joined in the Walkathon among Women Helping Women Coalition volunteers to raise money for the Women's House entirely funded and built by women.

found themselves sloughing through mud and rain to help Mary Brown build a home for herself and children Shakeivious, 9, and Johnny 3. For this Women's House, even the construction site supervisor was a woman, Habitat's Jeanne Shorthouse. ♡ Toward the end of a busy Saturday in April, Mary Brown in coveralls and large dangly earrings draped an arm around the sup's shoulder, squinted at her new house and smiled.

"It's gonna be pretty. I can see teal trim on the front of the house. Can you see that, Jeannie?"

♡ From the beginning, all workers on the site have been women, only. Among the 50 in mauve paint-spattered jeans, boots and billed caps that day was Pam Ruffin. Since 8 a.m., she had installed insulation in the attic and crawl space of the house. "Even though we may not have experience in building," she said, "women can do anything."

—Celeste Pennington





Historia

Written by Jane Zanca
Illustrated by Ralph Gilbert

SCRATCHING OUT A MIND

Studies show co-education has not served women well. The women's college advantage may be re-emerging, an idea whose time has come.

The pictures of ill-fated Abelard with his pupil and lover Heloise were drawn in the illuminated initial letter of an ancient manuscript, Historia Calamitatum. This is the only medieval depiction of Abelard. The face of Heloise has been scratched out.

HELOISE AND ABELARD. Remember those tragic figures of French literature and medieval history, brought together as a youthful, brilliant student and a renowned logician and teacher. The two became lovers. And tradition holds that for the indiscretion, both were punished: he by castration, she by confinement for life in a monastery, where she rose to

the position of abbess. Is there not a significant hole in the traditional interpretation of this tragedy?

On the Richter scale of the 12th century, a scandalous sexual relationship—even one involving clerics or bishops—might register about a two. That translates to a raised eyebrow, a titter behind one's hand, perhaps a delay of hierarchical favors.

The education of women—now there was a shocking topic.

Teaching one's daughters in those days was a private matter, carried out (if at all) in isolation with a tutor or in the cloister of a convent. Either setting sufficed to keep girls from dipping into the currents of knowledge that swirled through the 12th century. There was a rationale for this, of course. Put simply, women incited lust which men were incapable of controlling. Therefore men perceived women as antithetical to the pursuit of knowledge.

That the union of Heloise and Abelard began with an attraction to each other's

THE AMERICAN SYSTEM OF EDUCATION: BREAKING WITH CENTURIES OF EXCLUSIONARY TRADITION

THE 1700s

Settlers leave behind 18th century European traditions that hold, as Jean Jacques Rousseau put it, educating women is important, as it is relative to men: "To please them, to be useful to them, to make themselves loved and honored by them. . ."

1778

Happily, Rousseau dies.

TO THE EARLY 1800s

Most teaching occurs at home. Elementary classrooms open—to boys and girls. (Young women are warned against reading romantic novels, believed to cause overexcitement of sexual organs and uterine disease.)

Throughout the 1800s America races westward. Insatiable demand for teachers to tame new frontier contributes to birth and growth of women's colleges.

1821

Troy Female Seminary opens. Founder Emma Hart Willard has radical

minds, a shared excitement about learning—to the 12th century mind, that was not only impossible, it was unthinkable.

NINE-HUNDRED YEARS LATER, the world allows Heloise to go to school, but as with her 12th century counterpart, it may not take her education too seriously.

That this philosophy survives and that it has a terrible impact on girls has finally been documented.

One of the most recent reports, commissioned by the American Association of University Women [AAUW] and compiled by the Wellesley College Center for Research on Women from more than 1,000 publications about girls and education (including hundreds of research studies), charges that ignoring or demeaning girls is a tradition central to the American school system. Teachers pay less attention to girls than boys; some tests remain biased against girls/women; some textbooks ignore or stereotype women; sexual harassment/stereotyping occurs, both from male classmates and teachers.

Unfortunately this gender bias begins as early as kindergarten and has far-reaching effects on women's self esteem and confidence, on their work options and earning power. In its latest analysis of the high school class of 1972, the U.S. Department of Education found that while these women obtained higher level educations than men, they had not come close to achieving parity in the labor market. Another report noted only seven of 33 major occupations did women earn pay equal to that of men. Only one percent of top corporate managers are female. A former surgeon general called the absence of women in medical research "scandalous."

Explains Mary Williams-Norton, chair of the physics department at Ripon College in Wisconsin, in a *Fortune* magazine article, "Often girls' grades are based on low-level learning like memorization of fact. One reason that girls don't achieve more later on is that they don't get praised for independent thought, creativity and higher order thinking."

For girls and women, co-education has built fences where bridges to learning and opportunity should stand.

Still, for every fence the system builds, there are Heloises who slip through. They retain a bright-eyed excitement about knowledge, embrace learning as a lifelong lover.

These women create a lifestyle that fulfills a deep need for growth and personal mean-

ing—whether it is in tending the hearth for a family or spinning off predictions for the stock market. Usually they can be spotted by the trail of dust they raise, kicking up accomplishment after accomplishment throughout their lives.

WHO ARE THESE WOMEN? Increasingly, they are singled out as graduates of women's colleges, institutions that empower women. Says Ruth Schmidt, President of Agnes Scott College, "A woman's college provides the very environment which will enable women to succeed."

Indeed, compared to women graduates of co-ed colleges, graduates of women's colleges are six times more likely to be on the boards of Fortune 500 companies or to be named in *Business Week's* list of outstanding corporate women. Surveys by several groups have shown that women's colleges produce a higher percentage of females with degrees in physical science, life sciences, math, economics and business. Nearly half of graduates from all-female schools have advanced degrees. They are twice as likely to pursue a doctorate.

Graduates of women's colleges are also more likely to make inroads into traditionally male jobs, and they place in those jobs at the higher end of the pay scale. After establishing a career path, median salary for graduates of women's colleges is typically \$8,000 more than for women from co-ed campuses. Graduates rarely regret their choice of an all-women's college: 71 percent of women's college alumnae say they would choose the same college again.

This track record is more impressive in light of how the educational system educates girls, from the beginning. The AAUW notes that in the traditional classroom, boys are encouraged to be ambitious, adventurous, curious; to ask questions, even to challenge authority. Girls are rewarded for being neat, nice and well-behaved. They learn not to ask questions or challenge assumptions. Soon they are barely seen, much less heard.

Day after day, school year after school year, the two different messages are reinforced, and girls begin to lose faith in themselves.

THE COLLEGE EXPERIENCE may be a first chance, as well as a last chance, to break the mold of 12 or more years as a second-class citizen. Single-sex colleges, according to author Alexander Astin (in his analysis of college environments in *Four Critical Years*), provide

more positive patterns: "Students become more academically involved, interact with faculty frequently, show large increases in intellectual self-esteem," he writes.

Victor Wilson, assistant dean of students at Agnes Scott, also notes that this single-sex college experience challenges the status quo: "Here I don't see the societal notion to pamper women, the 'We'll take care you, little lady' type of thing. Here, the little lady can take care of herself."

There are many implications in taking care of oneself. In the classroom, it rules out the possibility of receiving an Agnes Scott education as a spectator. It means that instructors will invite or demand participation. "When I see a student playing with her hair instead of answering the question, I tell her there is no

right or wrong answer, but I want to know what she thinks," says Donna Sadler, associate professor of art.

After a lifetime of being ignored, it can be a shock—especially when those infamous Agnes Scott first-term grades come out—to find that the instructor took one's work seriously.

To foster gender equity really means "equipping our graduates so they can compete in the larger world, and that means not spoon-feeding them, not giving them special courses 'designed for women,' but giving them the kind of courses that equip them to meet the standards of the larger world," says Richard D. Parry, F.E. Callaway Professor of Philosophy. "My own view is, my role in the classroom is to be tough and demanding. Challenging."



It is noted in a recently released Carnegie Foundation study, *College: The Undergraduate Experience in America*, that in co-educational settings, men talk more and what they

say carries more weight. (A consistent finding in research spanning 20 years is that this kind of activity begins early: boys call out answers eight times more frequently than girls in lower grades.) Patterns of college classroom interaction, with the emergence of leaders and followers, are set very early in the term.

"In many classrooms, women are overshadowed. Even the brightest women students often remain silent."

The training to be silent is difficult to undo.

Although experiences in the Agnes Scott environment vary, some women remain quiet, reflects Elizabeth Cherry '95. "In my classes here, the students are less outspoken than those in my high school classes," she says. "We [at Agnes Scott] tend to be more quiet. . . . When competing with women, I don't want to win. I would prefer a tie."

It is interesting that Cherry's latter observation encapsulates another of the AAUW's

findings: girls' approaches to learning are different from boys', and these differences are ignored in the traditional classroom. Girls tend to learn better in groups, says the report, with the group shaping multiple solutions instead of the one "right" answer that boys tend to pursue.

Girls tend to identify personally with a subject, to be careful listeners, to depend on experiential logic behind ideas, notes Nancy Goldberger of the Fielding Institute. In classrooms where adversarial debate reigns, says Goldberger in a Phi Delta Kappan interview, girls fall silent.

Comparing teaching experiences at Harvard University and Agnes Scott College, Christine Cozzens, assistant professor of English and director of women's studies, noted these distinctions, as well, and found them so unnerving that she never felt she was fully prepared for class (*see following story*).

Ginger Patton-Schmitt '89 has taken a sobering inventory of such distinctions during her first-year law study at the University of Georgia Law School: "All first-year law students take the same curriculum. Only one-third of law students are female. All of my substantive courses are taught by men. . . . It has been a much different environment." She and two past and present classmates, Vanessa Elliot '92 and Amy Bridwell '92, have compared

approach. She takes girls seriously. To some parents' horror, she emphasizes mathematics and physiology.

1828 - JACKSONIAN YEARS

Concept of education for all (White) children emerges via the move to give the vote to all (White) men, regardless of property ownership. Although slavery laws forbid education, a few African-American women conduct schools in Louisiana, South Carolina, Georgia.

1833

Oberlin founded, first as a seminary, later as college. Open to persons of all races and either sex, Oberlin takes education of women seriously.

1834

Wheaton College founded.

1837

Mount Holyoke College founded.

1847

Society of Friends Established Earlham College.

1849

Overcoming continuous insults and sexual overtures, Elizabeth Stone Blackwell becomes first woman physician in U.S., graduating at the head of an otherwise all-male class.

1852

Mills College founded.

1861

Vassar College founded.

THE 1860s

First free high schools for girls open in Boston and Philadelphia.

MID- TO LATE-1800s

Women organize around shared interests in sewing, reading, Bible study; discussions soon take up issues of slavery, temperance, women's rights, employment and unionization. This makes men nervous.

1869

Chatham College founded.

1870

Wellesley College founded.

1875

Smith College—the first to be endowed by a woman—opens. Entrance standards equal those of contemporary men's colleges; require Greek and Latin.

1880

Bryn Mawr College founded.

impressions and believe one professor harangues women, to see if they can hold up under pressure. "If I had not had my Agnes Scott College foundation, I could not have held my own so well," concludes Patton-Schmitt.

President Ruth Schmidt believes that vital to empowering women is the quality and timing of the intervention. "The undergraduate years are a crucial time in women's lives," she says. "They are deciding with whom they want to spend their lives, what their careers will be. Women's colleges provide an opportunity to step outside of a sexist society during that period."

President Schmidt points out that, because the underlying premise of a women's college is that women are valuable, such colleges have been tuned in to the changing needs of women and offer an environment where women are the discussion leaders, the innovators, the student body leaders, the star scholars.

Nancy Duggan Childers Lansing '83 believes that Agnes Scott provides excellent preparation for effecting needed change. Lansing, director of communications for the Boy Scouts of America Atlanta Area Council, succinctly describes her setting as male-dominated. "There have been times in my work that I have had to be very patient in waiting for gender biases to dissolve," she says. Learning to be open-minded and forthright and learning to articulate ideas are among the most valuable lessons she learned at Agnes Scott. "If [a woman] is intimidating or defensive, she will never communicate her purpose," warns Lansing.

IN SPITE OF ALL that women's colleges offer, since the 1960s enrollment for many has languished (with 600 students, Agnes Scott has been holding its own). Worse, the number of women's colleges has dropped dramatically, from 298 in the early 1960s, to 110 in 1981, and now, to 84 and counting.

Primarily for financial reasons, many have opened their enrollment to men, thus relinquishing something, if not all, of their unique identity. How deeply that identity can be cherished was made clear in May 1990, when the Board of Trustees at Mills College in Oakland, California, besieged by financial woes, announced that it would admit undergraduate men. As the trustees soon learned, the danger of teaching women to lead is that they will.

From May 3-18, students and alumnae shut down the campus in protest. It was, as the

Mills Quarterly termed it, "A Very Civil Disobedience"; nevertheless, it had teeth. With wide media coverage, support for the protest poured in from all over the country. Women at St. Catherine's College in Minnesota sent a box containing locks of their hair as a sign of unity. On May 18th, the Trustees relented.

For similar reasons, Wheaton College opened its doors to men. President Schmidt has taken a special interest in the progress of events there. She explains: "I taught at Mary Baldwin in the '50s—I didn't catch on to the real advantages of women's colleges at that time. It wasn't until the late 60s and early 70s, the years of the women's movement, that I became aware. I chose Wheaton because I felt that it was possible to incorporate into the curriculum there, the findings of the new research on women." Wistfully, she adds: "Wheaton should have downsized a little and stayed female. . . . It isn't the same there any more."

HAS AGNES SCOTT COLLEGE ever seriously discussed going co-ed? President Schmidt affirms that the topic was raised at the time of the centennial celebration, mainly because the centennial seemed an appropriate milestone for thoroughly reviewing everything about the college. She has since "left the door open" to discussing the topic at other, appropriate times, and has always been surprised that it doesn't come up. "Certainly, we'll be the last one to go, if they all go," she says.

Now, nearing the turn of another century, women seem to be looking, once again, at the value of a women's college education. USA Today reports that 1993 applications at Wellesley College are up 11 percent, Barnard's are up 13.7 percent, Smith, 10 percent. Spelman College in Atlanta enrollment is holding steady this year, but only after a thunderous 92 percent increase between 1986 and 1991.

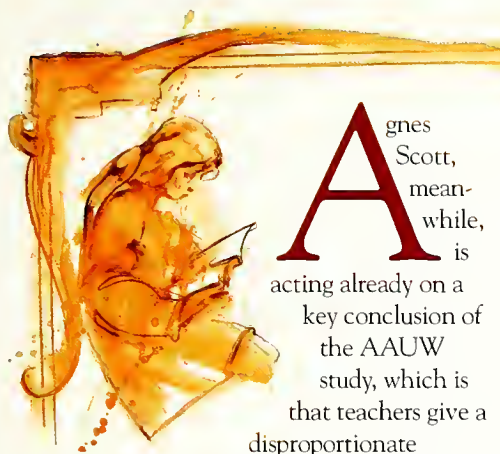
Why this renewed interest in women's colleges?

In part, it may be that women are reading between the lines. Studies show that women are three times as likely to earn a baccalaureate degree in the life sciences, physical sciences and mathematics at a women's college than at a coeducational institution. The percentage of majors in economics, math and the life sciences is higher in women's colleges than it is for men at coeducational colleges. (Only two institutions of any size in the country have more graduates in physics than does Bryn

Mawr, according to a spokesperson for the Women's College Coalition [WCC], Washington, D.C.)

A survey by WCC found that a significant number of women candidates in the 1992

elections were graduates of women's colleges. It is apparently not lost on women that Hillary Rodham Clinton—likely to become one of the most forceful women ever on the American political scene—is a Wellesley graduate.



Agnes Scott, meanwhile, is acting already on a key conclusion of the AAUW study, which is that teachers give a disproportionate

amount of encouragement and attention to male students and must be made aware of what that does to girls in the classroom. Once educators see what they're doing, they become "like converts," highly motivated to recreate the system, says the AAUW. In addition to its carefully nurtured philosophy and active, ongoing discussions of women's issues, Agnes Scott College has initiated efforts specifically targeted to teachers. One of these is focus of the new Master's in the Art of Teaching degree (see story, page 16).

Another is a research program offered during the summers of 1991 and 1992 for area high school science teachers and a select few of their female students. Called SHARP! Women (for Student Honors Association Research Program), it links participants with faculty members and students from Agnes Scott's own science departments, for the purpose of collaborating on laboratory research. The SHARP! Women program could not be more timely or more appropriately targeted. One of the most potent lessons that young women have internalized from the school system is that boys are rewarded for math and science endeavors, but girls aren't.

The consequent exclusion of half of the nation's population from these disciplines imposes very high human, social and cultural costs. Individually, young women who avoid science and math exclude themselves from 75 percent of all science majors.

Says Sue V. Rosser, author of *Female*

Friendly Science, "These are the majors leading to many of the higher paying jobs in our technological society."

Both the Master of Arts in Teaching [MAT] Secondary English and the SHARP! Women program will have to work quickly, because the United States faces imminent mindpower shortages. Both the Office of Technology Assessment and the National Science Foundation are alarmed at the severe shortage of American-trained scientists that the country will face by the late 1990s. That's just one college generation away. We also face teacher shortages.

AS WAS TRUE IN HELOISE'S TIME, it is true in the closing years of the 20th century that civilization will flourish in proportion to how well and how thoroughly each individual—man and woman—flourishes. One of the most poignant anecdotes in *A World Without Women* by David F. Noble reveals how powerful are the historical and cultural undercurrents that shape individuals and society today. He describes an illuminated manuscript of Abelard's autobiographical *Historia Calamitatum*, which belonged to Petrarch. "A portrait of the ill-fated couple was drawn in the illuminated initial at the first of the text, providing the only medieval representation of Abelard," he writes. "The face of Heloise has been scratched out."

It boggles the mind to contemplate how many present-day problems might have been solved centuries ago if the human race had cherished the intellect and talents of its women.

For women wanting to do their part, and contemplating a choice of colleges, President Schmidt offers a cue from the example set by African-American colleges: "You will flourish where you are believed in."

Zanca '83 is a writer for the American Cancer Society, Atlanta, GA.

1881

Spelman College founded.

1889

Agnes Scott founded, first as a seminary, then as a women's college.

1901

Sweet Briar College opens.

1919

By his own survey, Frank H. Gaines, first president of Agnes Scott College, conservatively estimates the number of current college women in the United States at 250,000.

1921

One year after women gain the vote, Gaines asserts that "All vocations are open to women."

1921 TO THE PRESENT

Educated women try to make Gaines' words come true.

1960s

Total number of women's colleges begins to drop from 298.

1967

Yale and Vassar negotiate a merger with little opposition from Vassar women. Looking back on this period, a



A CONSPIRACY OF IGNORANCE

Culture, laws and tradition have worked against women's education. Yet a few enlightened minds have illuminated the path toward today's success.

see the undercurrents, any interpretations we make of the seascape are distorted by what we don't know and can't see.

In *A World Without Women: The Christian Clerical Culture of Western Science*, Noble tosses us into the currents of women's attempts to be educated, despite religious traditions, laws and cultural forces that conspired to enforce their ignorance.

In early Christianity, says Noble, equality of women was basic belief that was fostered in many ways. He cites the existence of double monasteries as evidence that, throughout Christian history until the Middle Ages, there was a serious and durable attempt for men and women to relate as equals and to bond as fellow seekers of *learning*. Because the inhabitants of these monasteries were separated by sex and committed themselves to celibacy, they circumvented the usual pitfalls of relationships between men and women. Thus, they were set free to relate, to become friends—as did St. Francis and St. Claire—and together, to achieve great things.

What rides atop the waves is that the double monasteries faltered. In the undercurrents, we find that they rose again and again from time to time, right into the 20th century, when the Shakers established double monasteries in the United States.

Noble believes that the ideal of equality came under attack when, in the Middle Ages, the story of Adam and Eve and the Garden of Eden, was reinterpreted. In early Christianity, loss of the Garden of Eden represented the loss of free will. In the Middle Ages, a revision of

member of Vassar's last all-female class notes that the integrity of the college had been surrendered by its employing a predominantly male faculty with unenlightened perspectives on women.

1971

An article in the Agnes Scott student Profile reports that Chatham College declines to admit men. In

To the ears of turn-of-the-20th-century women's, Jean Jacques Rousseau's declaration that they should be educated for their roles in relation to men invokes all the pleasure of a dentist drill. In the context of his time, however, it was quite radical to propose that women should be educated at all.

The message of history seems to be that girls and women have always had their noses pressed against the window panes of education.

According to a new work by David F. Noble, professor of history at York University, Toronto, this wasn't always so. Noble confirms what I have always suspected—that in studying history, we look upon a pounding surf. We see only what is tossed to the surface by the force of the waves. Because we can't

the interpretation cast Eve (and ultimately, all women) as a temptress and a distraction from learning. In this version, Adam was also reduced. He became a slave to his lust.

It was at this same time, notes Noble, the institutions of learning forged an unholy alliance with militarism, creating a rather strange but nevertheless functional creature: the learned man with a lust for conquest. University students (all male, of course) were encouraged to be verbally combative in the classroom and physically rowdy elsewhere.

There was little room for women in the world that developed from this alliance. Lacking education, women were excluded from nearly everything that had meaning in their culture.

Nevertheless, Noble indicates that many girls and women fought for every scrap of learning they could grasp. If they were so fortunate, an enlightened father or uncle might provide a tutor, usually with the stern admonition that it was unseemly for women to show off what they knew.

Lacking a tutor or other formal education, women often tapped into vital networks that they had established among themselves. Noble provides ample lists to show that there have been learned and accomplished women throughout time. His lament is that it was against this backdrop that the tenets of Western science were formulated. As he concludes, the exclusion of women from science resulted in concepts of science that were only half-human.

It was this burden of history that was packed into caskets and trunks and loaded onto the ships that brought settlers to the New World. Had there been a Holiday Inn at Plymouth Rock, the traditions might have held, but the shores of the new continent were no place for rigid traditions or fainting ladies. Women's roles were redefined from day to day, depending on how many trees had to be cleared, whether a suitable source of water had been found, and how many men still survived after epidemics, raids and injuries.

These upheavals in roles continued into the settlement of the West. As Lillian Schissel says in *Women's Diaries of the Westward Journey*, "Whether the issue was riding

astride instead of sidesaddle, or wearing trousers when riding or working, or driving teams of cattle, the frontier continually expanded the work assigned to women." Schissel suggests that it was because of the backbreaking work that women determined to see their daughters educated, thus gaining an easier life.

The frontier presented a uniquely volatile and at times amorphous situation. In this new country, geniuses and crackpots had an equal shot at founding a town or writing the laws. A lot of ideas that couldn't get off the ground in the mother country coasted like seagulls in America. Quaker ladies spoke their minds in meetings and set out to educate girls and black people. Men who had been in debtor's prison in England became ranchers holding grand stakes. In the midst of all this, the notion of hiring women to teach the burgeoning population of children didn't seem very radical. In fact, it seemed a great idea, because uneducated women could be paid much less than men with college degrees.

It soon became evident that the premise of low salaries for women was going to work, but the lack of proper education made a very unsatisfactory teacher. In response to the need for competent teachers, women's colleges were born. Agnes Scott was one of these, though it was a latecomer, established at the end of a century that was ablossom with new colleges for women (see "Timeline"). For its location in the South, however, it was right on time. In 1921, Frank H. Gaines, first president of Agnes Scott College, wrote, "Year after year [Agnes Scott College] has sent out its graduates to be teachers. For several years it has been impossible to supply the demand for its graduates."

Of course, as with the other colleges, teaching was but one focus at Agnes Scott. Women graduates, said Gaines, were found "in all the 'learned professions,' in almost every sphere of human activity, and more than two-thirds of them are found in three spheres, the home, teaching and religious work." Those three spheres circumscribe a safe and well-defined world, but it appears that Gaines wanted a much larger territory for Agnes Scott women—perhaps a whole world, one in which women would be included. Thus, he simply declared it so: "All vocations are open to women."—Jane Zanca

another article, Beatie Divine '72 moans, "Why is there only one woman senator out of a total of one hundred?"

1985

Harvard study shows that male students dominate classroom discussions, but when instructors are women, female students talk three times as much as when men are teaching.

1989

Though women have been the spine of American primary and secondary education for a century and a half, nationwide only 13.6% of full professors are women.

1990

Citing financial difficulties, the Board of Trustees at Mills College votes to accept men and quickly finds that the danger of teaching women to lead is that they will lead. Students and alumnae shut the campus down and drum up increased financial support from donors. Humbled, the trustees reverse themselves.

1991

Nationwide, only 12% of college and university presidents are women.

1993

Twenty-two years since Beatie Divine's plea about female representation in the Senate, four female senators serve on Capitol Hill.

ENLIGHTENING TEACHERS

Through MAT, ASC provides vital model for teaching.

One irony of the report released by the American Association of University Women [AAUW] is that in most instances, the "chilly" classroom environment that silences girls has been, in large measure, created and nurtured by teachers—and most of these teachers have been women. Could gender-based expectations and behavioral norms have been so internalized by girls that, as adults, they repeat and reinforce these patterns?

If this is so, changing the classroom must begin with enlightening the teacher. Indeed, this is one of the AAUW's conclusions.

From its founding, Agnes Scott College has provided a vital model for the concept of teaching. At the dedication of Agnes Scott Hall, John Scott, the son of Agnes Irvine Scott (for whom the college is named), described cherished memories that turned entirely on his mother's efforts to educate her children: "Her early education had awakened in her the love of the true and the beautiful; hence, the first of all books to her was the

Bible; and after this, and her devotional books, she appreciated Shakespeare and Burns."

In response to nationwide demand in the late 19th century and throughout the 20th century, the college has produced its share of teachers, always regarding the field with respect and demanding the same high standards of academic and professional performance that were demanded in other programs. More important, Agnes Scott has traditionally been very choosy about who stands at the head of its classrooms. As writing is emphasized across the curriculum, the art of teaching has always been emphasized across all departments.

BECAUSE OF THESE CIRCUMSTANCES, Agnes Scott College is uniquely qualified to address the deficits described in the AAUW report. The Master of Arts in Teaching Secondary English program is just one year old. It seems unfair to thrust upon this neophyte the task of changing thousands of years of gender inequities, but Ruth Bettendorf, Ph.D., associate dean of the college and director of graduate studies, feels that the program is ready to take up the challenge. A sourcebook of information on gender bias has been developed for student use, and Bettendorf anticipates that faculty will reference it as well.

"Information on gender bias will be incorporated into the classroom," she says. "We're providing information that is sorely needed by teachers. Our goal is to make them aware of how their reactions to students affect other students, male or female. It begins with awareness." The MAT program will make use of the AAUW's consciousness-raising video, "Short-changing Girls."

As an instructor of writing in the program, Christine Cozzens plans to overlap or recreate teaching techniques that encourage the broadest range of student participation possible.

"De-centering the classroom is important," she says. "Working together to solve problems and a collaborative approach are methods that encourage the skills that girls and women bring to education." —Jane Zanca

Agnes Scott's new MAT program is designed to assure student graduates will become teachers who are role models sensitive to the benefits of "genderless" education. By helping to create a teaching corps aware of gender stereotypes, ASC moves the profession toward an era in which no one will be able ever again to scratch out the faces of the Heloises of the future.



APPLE'S ARK

Collector/historian Mary Apple '67 traveled to Eastern Europe to find the origin of "American" antique arks • *By Celeste Pennington*

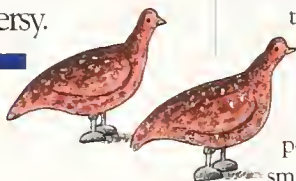
At an antiques show in Connecticut, Mary Audrey Mitchell Apple '67, a collector of American folk art, finally found it. Noah's ark. It was 13 inches long with a sliding panel door. Out of its old hull spilled more than 100 hand-carved and painted wooden animals. For less scholarly collectors, the search might have ended with the acquisition. But doubts nagged Apple (whose history degree is from Agnes Scott) as she tried to verify the ark's origin.



Camels, birds, giraffes and all manner of beast—few larger than an inch or two in height—tumbled out of the ark Mary Audrey Apple's toy ark. Her quest for learning the ark's origin led the ASC alumnae on three trips behind the Iron Curtain.

PAUL ORRISON/PHOTOS

Apple smiles. In the world of American antiques, her research stirs controversy.



Professional curiosity led her to a major folk art museum in Williamsburg, Va. Among the authoritative writings on such American artifacts, she was surprised to find very little original research: "Basically everyone copied everyone else." After her search at the Abby Aldrich Rockefeller Folk Art Center, Apple laments, "I had no more information." She did have an educated hunch, however—the real voyage of her child-sized ark might be traced to Europe.

"It became my goal not to copy what everyone else had said."

Apple, well-spoken and dressed in a polished, European-looking suit and hat, smiles a little mischievously. In the world of antiques, she admits, "I am very controversial."

Eventually Apple made three trips behind the Iron Curtain, beginning in Dresden and then Seiffen, in former East Germany (near the Czech border), to learn the truth. Her findings were published in several periodicals including the December 1991 issue of the slick *Antiques* magazine. And if Apple's research forever changed the way American collectors perceive their toy arks, the experience also radically changed her own global view.

"At different times," she notes, "things happen that turn your life around."

APPLE'S QUEST began in earnest when she

Apple's granddaughter Betsy doesn't get many opportunities to play with the ark's figures. But the ark itself has become a symbol of Apple's hopes for the youngster: "I want her to be able to interact in other cultures—to speak the language, to eat the food, to know the people and their souls."



took a sabbatical from her job as head librarian at the lower school of The Westminster Schools in Atlanta and set out for Eastern Europe.

After trying unsuccessfully to obtain a visa she went, alone, to the border of East Germany with her handwritten invitation from Manfred Bachmann, a high level official in the communist art world working in Dresden. On instructions, she approached a particular guard gate and waited to see "if the political winds were blowing in the right direction" so that she might enter the country on a one-day pass.

Without incident, she crossed the border.

At the appointed time she met with Bachmann who welcomed her.

"An analogy would be if a fanatic of the Civil War Battle of Kennesaw Mountain came to Georgia from Europe to do research." She laughs. "Bachmann turned out to be this wonderful, grandfatherly man. He showered me with books from his collection [he had written 20 books on the subject]."

He also made the contacts necessary for her to proceed with her investigation. "This is a serious researcher, do whatever she wants," he instructed colleagues.

That seemed like a fantasy, she says: "I was under the umbrella of Bachmann's protection."

Apple freely explored villages and museums in the toymaking regions of Germany and Italy and began to draw her own conclusions about the ark's murky past.

She learned that as a result of a faltering mid-19th century economy based on agriculture and coal, the countryside surrounding the Zschopau and Flora rivers (including the villages of Seiffen, Olbernhau, Walkirchen, Grunhainichen, Heidelberg and Hallbach) emerged as a worldwide center for toy ark production and distribution.

Ark-making grew as a cottage industry (described as proto-industrialization or outside the factory system). One group cut the wood. Another sliced and painted the animals. Another painted the arks. Often family members worked together to produce the animals—even children could sand the figures, glue on ears, horns and tails. A family of six might produce six thousand animals a week and deliver them to the Olbernhau warehouses for final assembly.



Unique to the Erzgebirge region was a method for cutting many animals from a single ring-shaped section of wood, thus providing a cheap and abundant source of small figures. (Apple learned that by 1851, these “ring-turned” animals were included in an illustration of Heinrich Hoffman’s story, *Koenig Nussnacker und der arme Reinhold*, eventually the basis for Pyotr Illich Tchaikovsky’s *Nutcracker Suite*.) This time- and wood-saving process allowed wholesalers to assemble and export thousands of sets of Erzgebirge arks through the 19th and early 20th centuries along routes to England, Spain, Russia, Mexico and the United States.

Through catalogs she traced export of the arks from Germany “into the United States, into the nurseries of children.”

With the ark mystery solved, Apple returned home from the sabbatical with plans for a bicycling tour of Germany. Instead she contracted encephalitis and suffered some brain damage. “It took a year to get the noodles back. That was also a turning point in my life. . . .

“I had two choices. I decided to go back to my history. I had the skills, the mind-frame of the historian.”

INTELLECTUAL PURSUITS have remained constant throughout Apple’s life journey, although she chose no straight career or education paths.

After two years at Scott (at age 19), she married, moved with husband Jim to Michigan and enrolled for her junior year at Michigan State University. “The education I was getting there did not compare to what I had before. We saved every penny so I could return to Agnes Scott.” But education did not end with an ASC graduation.

“I have never, never stopped going to school.”

With each of her husband’s career moves, Apple juggled babies (two sons), career and education: a master’s of library sciences from the University of Michigan in Ann Arbor and a master’s in education from Spalding College, Louisville, with continuing work in German and Dutch languages and computer science. She also participated in the 1991 Scholar’s Program at the Winterthur Museum, and now is studying comparative history of labor, tech-

nology and industrialization in her home away from home—Heusden, Holland.

Her career has taken some interesting turns, from parochial school librarian to weaver and fairy tale teller to librarian at Westminster to guest curator in the Erzgebirgisches Spielzeug Museum, a toy museum in Seiffen, Germany.

“My generation had these boundaries, marriage and family that we chose and treasured. We also had this intellectual energy. At Agnes Scott we were told that you don’t have to shut off that energy.

“The Germans have a word for it: *lebenslustig*. Life-love.”

THIS LEBENSLUSTIG now embraces Apple’s grandchild Betsy and a growing circle of internationals. While in Germany, Apple visited schools and antique shops—collect-

ing acquaintances—from an elderly man who was once a Nazi youth, to children who were students in the 11 English classes she taught there. “I was always making connections with schools. I was the first American that many of these kids had known.”

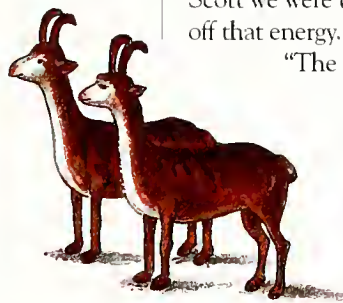
Apple’s own intercultural experience has continually pushed the limits of her understanding of education. “Even though I had my doubts at first,” she admits, “now I feel so strongly about the direction that Agnes Scott is taking with its emphasis on international experiences and diversity.

“It was interesting to hear the European people talk about what is happening now. We in America have had our share of the pie and more. We don’t understand. There is pressure from the East to have a piece of this pie. We can no longer protect our ‘Buckhead world.’ It exists only in pockets and it cannot exist much longer. . . .”

After a brief holiday stay in Atlanta, Apple returns to the home she has made in Holland. The opportunities to voyage from continent to continent and move freely among peoples of many cultures is a dream she now holds for little Betsy.

“I want my granddaughter to be able to go into a village in Africa or into an Eastern Bloc country, to be able to interact, to feel at home. I want her to be able to walk the streets of Czechoslovakia, to speak the language, to eat the food, to know the people and their souls.

“The only chance for my granddaughter to cope and survive in this world,” believes Apple, “is to have that kind of education.”



“My generation had boundaries and intellectual energy. At Agnes Scott we were told that you don’t have to shut off that energy. The German word for it is *lebenslustig*. Life-love.”



A MATTER OF DEGREES

By Mary Alma Durrett

For almost 20 years now, non-traditional age students have found a niche in ASC's Return-To-College Program

For more weekends in 1992 than she'd like to count, Karen Reed '95 found herself at a grocery cash register, keying in the prices while trying to ignore the pain of her swollen ankles. Reed, hell-bent on completing a college degree she began 15 years ago, will hurdle any obstacle to achieve her dream.

After two marriages, two divorces, three children and a five-year stint in the U.S. Air Force, this fast-talking Lithonia, Ga. native came home to re-group and pursue the degree that had eluded her. "I had given enough time to marriages," says the 34-year-old Reed. "It was time to go back to the original plan."

In 1991, Reed enrolled in Agnes Scott's Return-To-College (RTC) program.

Designed for women of non-traditional age (average is 37) who want to earn a college degree, the RTC program is almost 20 years old. Most live off-campus and, like Reed, rear families.

As one of the 100 Agnes Scott RTCs (ranging in age from 25 to 84 years), Reed is halfway through the course work for a biology degree, and moving toward her ultimate goal, an M.D. "I want to be the physician who works with the people. The dirty, the poor, the messy, the whole bunch."

Reed is focused: she has completed an externship in medical technology at Atlanta-area hospitals and an internship at Grady Hospital. Recently, she has been working as a pharmacy technician in a federal penitentiary.

Her constant challenge is to manage mothering, studying, participating in an internship and working 30 hours a week. Reed lives with her three children and her mother.

REED'S HECTIC SCHEDULE is not unlike other RTCs, who represent almost 17 percent of Agnes Scott's student body (up from 6 percent just 10 years ago). The average RTC maintains a 2.9 a grade/point average, has school-aged (or younger) children, and works part-time. Many RTCs had started college

after high school, then dropped out to marry, bear children and/or work. Some have experienced divorce or the loss of a spouse. Some have adult children. Others care for aging parents or support dependent children.

They handle complex personal responsibilities (and initial anxieties about stepping back into academia) to become a stable, committed student population. The RTC retention rate is higher than that of traditional-age students, explains Stephanie Balmer, assistant director of admission, responsible for RTC recruitment. "Some have wanted to return to college for 15 years and some have to walk through fire to get through college."

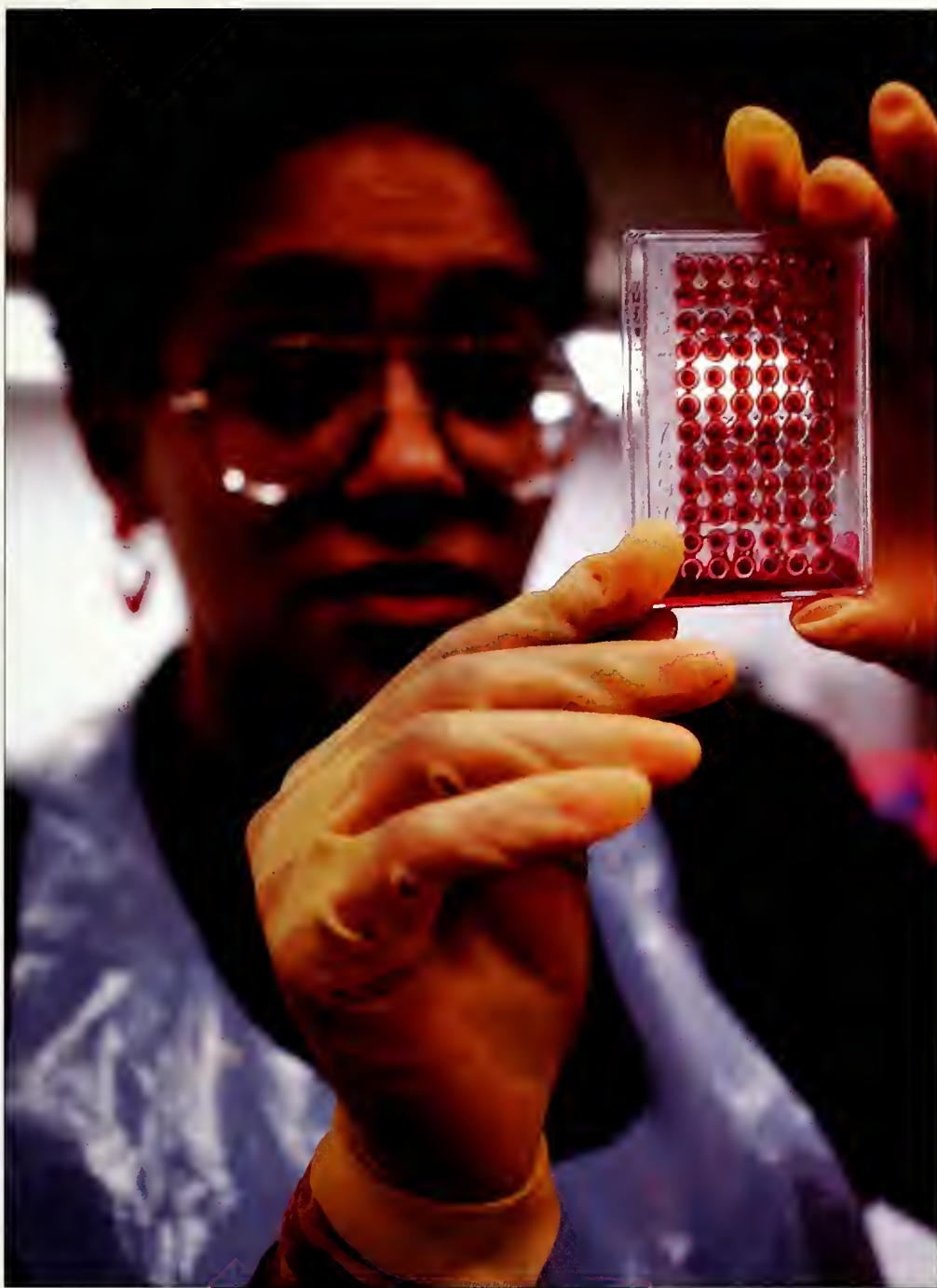
"I have known RTCs who were nurses, who worked 24 hours on the weekend so that they are free to study and attend classes during the week," notes Kathy Monturo '92 of Lilburn, an RTC graduate who conducted a senior-year independent study of the "Effects of Returning to College on Non-Traditional Age Women."

"When they get here, these women are very focused," continues Monturo, a soft-spoken Brooklyn, N.Y., native who moved Atlanta in 1979. "They know what they want, they just don't always know how to get it. Some adult students must limit the hours they work and that limits their financial resources." Others give up the paycheck.

Monturo discovered that demands of study affect relationships with parents, spouse, children and friends. "One major question for the adult learner is whether the time, effort and sacrifice are going to pay off. Truly, the older student comes to the classroom with more than just a burning desire to learn."

Florence Hardney-Hinds, a December '92 graduate, agrees. "I had to decide on a field of study that was marketable. I asked myself what I could do. I had always been a volunteer, teaching adults to read, organizing projects for Jamila's [her daughter] school." Teaching emerged, the natural choice.

An easygoing 45-year-old, Hardney-Hinds



PHILIP SPEARS PHOTO

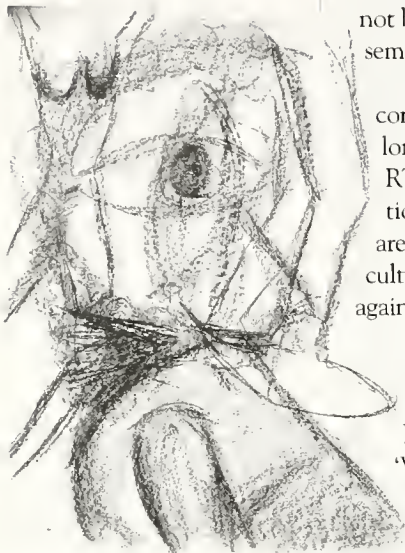
To be an in RTC student, Karen Reed must maintain a disciplined life: every Tuesday and Thursday morning after seeing her children off to school, Reed walks or catches a ride to the bus stop, then transfers to a MARTA train at Avondale to reach the Decatur station. From there she walks to campus. She's careful not to schedule classes before 9:25 a.m. and she tries to finish her studies before returning home to help the children with theirs. On Monday, Wednesday and Friday, she works at the pharmacy from 7:30 a.m. to 4:30 p.m.

enrolled in ASC's fledgling Master of Arts in Teaching program and also student teaches in DeKalb County's Open Campus, an accelerated high school program for special students.

Her own return to college (she first enrolled in the mid-1960s) was nudged by her daughter's move into adolescence. "I had been very devoted to her and realized that I might [be trying] to live a life I hadn't had, through her. I didn't want to be consumed by that."

REALIZING A LIFELONG DREAM is how Sandi Harsh, a junior English major and secre-

tary of ASC's annual fund office, describes her return to college. "The program seemed to be tailor-made for me." Harsh began a degree at the University of South Carolina after high school, but dropped out to marry. She traveled with her husband and two daughters to Kentucky and eventually moved to Atlanta, her husband's home, where she became a successful real estate agent. Yet her desire to return to the classroom persisted. When the Atlanta real estate market bottomed out, she says, "That really made me think this was the best time to pursue my education."



This quick self-portrait by Susan Buckley '93 became an affirmation of her new career direction. A 50-year-old RTC student and Phi Beta Kappa who ran on ASC's cross country track team, Buckley hopes to pursue an advanced degree in psychology and a career in art therapy.



Starting over was not easy. "At 18 I didn't have any anxiety about going away to school but I did when I came here," confesses the 47-year-old Harsh. "I was concerned that I had forgotten what I learned before or that I had so few prerequisite courses that I might not be able to make it. The first couple of semesters can be overwhelming."

This is not an isolated experience, according to Margaret Shirley '81, a counselor for ASC since 1987 and one of the first RTC students in 1974. "RTCs and traditional students are more alike than they are different, but part of the RTC's difficulty is in learning how to be a student again."

Shirley, who returned to the classroom after years of working as a bookkeeper, observes, "Self-esteem may be low and the students may be saying, 'We're not sure we can do this.'"

Some have problems with concentration, writing papers or gleaning the most important information, writes Anne Bianchi in her *Smart Choices, A Woman's Guide to Returning to School*. "Add to that . . . statistics that show women in general to be lacking in math skills, and the picture becomes fairly bleak." But Bianchi points out that non-traditional-aged women also bring to the classroom "many years' experience facing and overcoming problems. They have a will to succeed that, in most cases, has enabled them to move from problem to solution in the shortest amount of time. . . . On average [it takes] only six weeks to boost their school skills to a point of functionality. Even in math."

Says Shirley, "That's the most wonderful thing about Agnes Scott—you gain self-esteem. You find that you have a voice of your own. I see that within the women I have gotten to know—they are personally powerful."

The discovery can be exciting yet overwhelming: with new consciousness may come a flood of new questions, new dilemmas. Demands can grow unwieldy, leaving her feeling fragmented and isolated. One RTC verbalized her angst in a bulletin board note: "I've gradually dropped activities and people from my life. Choral Guild was the first to go—Mary Ann's friendship with it. I gave up aerobics for the three hours per week it gave me for reading and research. My marriage was the next casualty, my exit accompanied by the loss of daily contact with my children. Then my church—my feminist awareness was growing

work of friends it included. Finally, in an effort to finish college by my 50th birthday, I left my job last June and with it my income."

Reordering priorities may become the constant in an RTC's life. "It's a day-to-day, moment-to-moment process," says Monturo. "You have to make judgments all the time. You say this is something I can do; this is something my husband can do; or this is something we're just not going to be able to do."

For Susan Buckley, 50, the College has offered an opportunity for discovery. Disillusioned with her nursing career, she came to ASC in 1988 at a friend's suggestion. As a pastoral assistant at her parish church, she had an interest in earning a degree in Bible and religion. Then she took a studio arts class with Terry McGehee, chair of the art department. It was a eureka experience. All Buckley could think was, "Wow! This is where I need to be."

A LIVELY DISCUSSION of *Othello* in Peggy Thompson's English class draws comments from RTC Karen Reed. "Othello is proud and regal and black. He is everything that a man should be," observes Reed with predictable confidence. "He's not a snake," she continues, comparing him to the unscrupulous Iago. Her street-wise candor draws laughter.

"Overall I think my Agnes Scott experience would be worse without the RTCs," says Willa Hendrickson '94, a 21-year-old biology major. "They come at things from a whole different perspective than we do. They have a lot of real-life experience to add."

Agrees Assistant Dean of Students, Victor Wilson, "It would be a totally different campus without them."

And their numbers are likely to increase. The national "birth dearth" of 18- to 21-year-olds, the in-migration of Latinos and Asian-Americans over the past 30 years and the growing "older population" continues to impact American college campuses.

U.S. Department of Education figures indicate that of the 13.6 million students in college and professional schools in 1990, two-fifths were over the age of 25 and 60 percent of them were women. By 2000, nationwide, half of all students will be adults over 25.

SHEER SIZE of the non-traditional-age learning pool and the cost factor will probably affect future recruitment. The older student is less expensive to attract and to retain. Agnes Scott spends an estimated \$400 to recruit an RTC, substantially lower than recruiting an 18

year old, notes ASC admission's Stephanie Balmer. And the average need-based financial aid package for an RTC in fall 1991 (\$4,310), was \$800 less than the average for traditional-age students.

"Financial aid was crucial for me," says Melanie Pavich-Lindsay, 41, a December 1992 history graduate who wants to pursue a doctorate. She worked part time at Rich's Department Store and helped raise her husband's son from a previous marriage during her five semesters at ASC. "Sometimes I looked at the traditional-age students and envied their less complicated lives. I wish I had recognized at their age how important education is."

Monturo agrees, "One problem that you have to deal with when you discover this in mid-life is that learning is addictive. You want to learn everything. When you look through an [academic] catalog, it's like being in Tiffany's and saying I want to have one of these and these and these."

Monturo laughs at her zeal. One morning she had driven halfway to campus before realizing that she was wearing only a slip and blouse. "I went home to finishing dressing but was praying that I wouldn't have a wreck or get stopped along the way."

A RECURRING COMPLAINT among RTCs is that they do not feel they are an inte-

gral part of the campus community. Most live off campus (although residence hall life is an option for RTCs). Observes Victor Wilson, assistant dean of students, "When student groups want to meet on Sunday, it's hard for an RTC from Douglasville to drive in." The situation produces a kind of schizophrenia in RTCs. Assimilating "just takes awhile." Stresses Admission's Cooper: "We want them to have the total college experience."

Ruth Wiles came to ASC with the same idea.

She arrived in her late 50s, during "one of the lowest ebbs of my life. . . I couldn't get stable work." The political science major (who began drawing Social Security last year) has immersed herself in campus life. In February, Wiles joined other sophomores who received class rings during a formal ceremony. In the audience were Wile's 11-member contingent of children and grandchildren. "The whole family is very supportive," says the Memphis native. "I bet they'll be here for my graduation. They want to see me get through."



HARRISON MCGUIRE FOR THE JOURNAL

A role in Blackfriars' Spoon River Anthology is just one way RTC student Ruth Wiles has involved herself in ASC life—she's also served as vice president of the Return-To-College Student Organization and as one of two RTC representatives in the Student Government Association. In January she traveled to Washington to participate in a "Women and Public Policy" seminar.

RTC

The in's and out's of Agnes Scott's Return-To-College program

- **Application process:** High school transcripts, previous college transcripts and application forms must be submitted with two recommendations. Entrance interview in lieu of SAT or ACT scores.
- **Financial Aid:** RTCs must take at least six semester hours of course work to qualify for financial aid and may apply for financial aid (grants or loans), including the Middle Income Assistance Program (\$3,000 grant) if income is between \$20,000 and \$60,000.
- **Orientation:** Tailor-made for the non-traditional age group. Students are assigned "Big Sisters" to help them through the first days.
- **Personal counseling:** Counselors help with a variety of scholastic and personal problems. An RTC support group

meets weekly.

- **Focus groups:** Approximately 12 students meet weekly for the first seven weeks of the fall semester to help cope with college life.
- **Return-To-College Student Organization:** a primary support and information group.
- **RTC Lounge:** In this Alston Student Center lounge with comfortable furnishings and desks, RTC congregate to study, talk and sometimes sleep.
- **Transfer credit:** A student must earn a minimum of 60 semester hours at Agnes Scott toward the 124 semester hours required to receive a degree from ASC.
- **Timetable:** Eight years to complete a degree if an RTC begins as a first-year student.



Cell biology lab offers valuable hands-on experience to sophomores Estelle Matheu (right) and Ayanna Whitfield.



In 1991, the magazine reported on first-year student Estelle Matheu and the Class of '95. In this update, she seeks balance as sophomore academic pressures build with labs, papers and semester final exams.

THE ODESSEY OF DISCOVERY

Written by Celeste Pennington
Photographed by Monika Nikore

HALFWAY THERE

Stressful is how Estelle Matheu '95 describes her biology courses at Agnes Scott. Like the one she's just finished: cell biology. "It was not easy." She laughs quietly. "I'd like to say it couldn't get any harder."

For Matheu, who just completed her sophomore year at Agnes Scott, this course is the first step beyond introductory

level science courses. That means she's not only learning the theory of cellular structure and function, but also she's moving into the realm of critical thinking and more challenging laboratory work.

Cell fractionization. Gel electrophoresis. DNA restriction mapping. Photomicroscopy. Spectrophotometry. For three hours a week, she and the other

students separate molecules on the basis of size and charge, or photograph cells through cameras mounted on microscopes or cut the DNA with enzymes, then pinpoint the cuts.

"This is all valuable hands-on experience—I am not doing this for them," notes John Pilger, chair of the biology department. "That's one of the benefits of being in a smaller college."



• Biology major Matheu with department chair John Pilger.

CLASS OF
95
AGNES SCOTT COLLEGE

In this and any future upper level courses, Matheu must begin to integrate what she's learned in chemistry and biology during the previous semesters as she digs for new information.

"Traditionally," Pilger notes, "a student will perform a lab exercise that is 'cookbook.' They follow the steps, one by one. We want our students to be more

investigative.

"We want the students to act more like scientists."

If the coursework is challenging, so is the department grading scale which starts at 93 for an A (rather than 90); 84-93 is a B.

Matheu says her grade point average does not always reflect what she knows. And, she admits, "I don't think I would have learned so much if I hadn't had to

work so hard."

This spring she met with Pilger to declare her major. While still interested in medical school, Matheu—a member of GreenPeace—is also looking into ecological and marine biology.

For students with career interests in ecology, biotechnology and gene engineering, Pilger believes the department is positioned particularly well.

More than a decade ago, other biology departments focused on cellular and molecular biology at the expense of organismal and field biologies.

"We were more traditional. We didn't fluctuate with the trends," says Pilger. "But we have kept our eye to the future of national biological education. I think we can be proud of the fact we have continued to value

laboratory and field experiences as well as theoretical background."

This spring, Matheu became one of 49 (including 10 who graduated) biology majors at the College. With that number, the biology department is second to psychology for the department with the most majors.

Nineteen from the Class of '95 declared biology majors. Half are minority students.



A quick party in the residence hall among ASC friends or fast food with Georgia Tech senior Christopher Coleman fill Matheu's shrinking social life.





Wedge in between studies and a campus job are free moments. "I can see you this weekend for an hour," she tells best friend Chris Coleman. They push each other to study.

Matheu and Coleman are "best of friends."

Striking a balance. Along with a full academic load, Matheu, like almost a third of the students at Agnes Scott, is in the work/study program. Ten hours a week she assists with library circulation/reference tasks.

For more than a year, she's also been seeing lanky Christopher Coleman, a senior engineering major at Georgia Tech. "We go to museums. Ice skating. We went to the ballet—Giselle. We see plays. Chris hadn't experienced much of this before. So we are learning. Expanding our horizons."

For academic balance, this semester Matheu offset science courses/labs with classes in world religions and art history. She is drawn to art. Aesthetically "bombarded" is the way she describes feeling. "Because of this class, when I go to museums I know more what to look for in art and how to interpret

it." She was studying world religions during the standoff between government troops and David Koresh of the Branch Davidian cult in Waco, Texas. She felt that course gave her insights. "Religion is a powerful thing. When you understand that, you have a sense of what rules a person's life."

But no matter how hard she's tried to make time for academics, work and social life, the balance has been weighted toward study.

Week nights, her contact with Coleman may be a phone call during study break. "Both of us respect each other's time. If I have an exam, he knows I need to study. There have been weeks when I will tell him, 'I can't see you until

Saturday.' Or 'I can see you this weekend for an hour or so. But I have to study.' He really encourages me. We push each other to do well."

Matheu's from Houston. Coleman's from Baxter Springs, Kansas. They met at an ASC dance and since have grown in one another's company. "With other people I've dated, the relationship got to the point that it was just me and that other person. Chris and I don't date other people. But we are not just bound to each other. We go out, often go in groups, with friends. We just have fun being ourselves.

"Together, we have seen time go by. It seems like we just turned around and already, it's been a year."



Working in the library with Kelly Holton '94.



At the close of each semester, balloons bob up and down Agnes Scott residence hall walls, waiting to be popped. Each represents a final.

Among the balloons taped to the walls outside her room on third

floor, Rebekah Scott Hall, five belong to Estelle Matheu.

Customarily she locks herself in the room with a squeeze bottle of water and studies for finals, non-stop. Later to stay awake, she's downing Coca Cola. Sugar and adrena-

line kick in and if necessary, Matheu continues studying straight through until morning.

Last semester she had fewer finals, spaced out and interrupted with Christmas celebrations and one late-night tromp to the Alumnae Garden

to throw a newly engaged friend in the pool.

This semester, memorizing facts for history, she says, provided "kind of a break" from very comprehensive science finals. But her finals had to be scheduled one right after another.

She closes her eyes. "Why didn't somebody tell me it would be like this? I pulled three all nighters, in a row."

She grins. "Talk about *sophomore slump*."

That phrase has had a special ring for generations of Agnes Scott students. "Histori-

cally," says Mollie Merrick '59, associate dean of students, "sophomores have experienced a let-down from the excitement of that first year. They feel the pressure to declare majors. While those decisions are not irreversible, they do

CLAS
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AGNES
SCOTT



Matheu's cure for sophomore slump is "Don't give up." That kind of determination sees her through finals. For five back-to-back exams, she studies 72 hours, non-stop.

"Why didn't some one tell me it would be like this?" moans Matheu.

Locked in her room, she begins the finals marathon.

have consequences, like causing a student to take more time to graduate."

Emily Pender, one of Matheu's contemporaries, describes it this way: "About the time you have declared a major and you believe this is what you want to

do with your life, you take a higher-than-100-level course. Then you suddenly realize you really know nothing about this subject and think you are not going to make it."

The first year is so new that students are ready to jump in, academically and socially,

notes director of recruitment Jenifer Cooper. "In the sophomore year students see three years ahead. By the junior year, they begin to see the light at the end of the tunnel. And they hit their stride, academically."

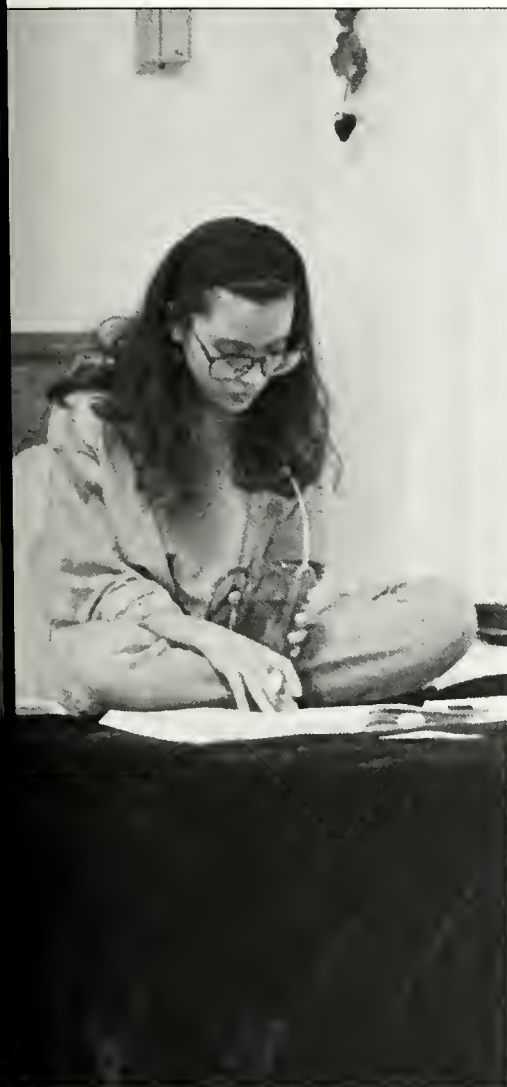
Estelle Matheu stoically followed her own prescription for getting through sophomore slump. "You can't give up. For one exam. For one quiz. You can't say, 'I'm tired. I'm not going to study.' You just don't have time. If you do that, you just have

to work that much harder."

During finals, as the fragrances of spring evenings and sounds of music from car stereos wafted through the window, Matheu went the distance with her marathon of study. "I had to." She sighs. "I still had balloons

out in the hall."

If she has a regret this year, it's that she may not have done as well as she could have. "I really loved all my classes. But I found myself cramming. I just wish I could have taken each class separately so I could get the most out of it."



As Matheu packs, roommate Kathy Durkee pops her finals balloon. "The education here is superior," says Matheu. "So it's all worth it."

ETCETERA

A potpourri of opinions, news, notes and quotes—and cultural lessons—from the Agnes Scott College campus and from around the world.

BESNEDEN? GESNEDEN?

Language and other cross-cultural lessons by Kimberle Swaak '90

One day, after visiting museums and mailing pretty postcards to friends and family back in the United States, I discovered that my vacation was over. It was time to make The Netherlands home.

That day started with a bang: I got lost in Amsterdam and drove for two hours before mustering up the courage to ask, quite timidly in English, for directions.

I knew then how powerless one feels without language.

Even in a country as small as Holland, where American culture has made its mark with CNN television newscasts, with American movies in local theaters and Americans to befriend—I discovered the worth of a thin Dutch dictionary.

More often than not, my cross-cultural experiences became lessons in humility.

A normal trip for groceries took three hours, time

enough to look up English translations for words on Dutch signs and food labels. (I'll remember that, the next time I'm tempted to subtract 20 IQ points from anyone who speaks broken English.)

Besneden, gesneden—what's the difference? Those words I got mixed up at the bakery only to discover I'd ordered *circumcised* bread.

A harder lesson came as I sought employment. I wanted work that was intellectually stimulating and fulfilling—something not requiring command of the national language. Hmmm.

Another (but never final) lesson came in understanding how my own identity is tied to language: even witty, gregarious personalities change when conversation is reduced to a struggle with basic vocabulary and grammar. At times, trying to adjust to a new culture, its customs and idi-

oms left me frustrated and wondering who I was and why I had come here.

Perhaps I could have lived in The Netherlands without ever learning the language.

But the week I arrived here with my Dutch husband, I decided to begin language lessons.

After a year of intense study, I feel confident enough to speak Dutch.

I have a job. I am making it in another culture.

I have begun to understand the world from another viewpoint.

And yes, I now distinguish *besneden* from *gesneden*.

Still, when walk into the bakery to order a loaf of bread, the proprietor always manages to greet me with this knowing smile.



TWO GREAT GIFTS: LOVE, EDUCATION

NationsBank Executive Veronica Biggins lauds parents of graduates

When my daughters were born, my father told me there were two things I should give them: love and education. These are the two greatest gifts any parent can bestow upon a child, he said, so give them generously and without regard to self," Veronica Biggins told families of graduating Agnes Scott seniors during the 1993 commencement address in May.

"To all parents here,

let me say this: These young women owe a great debt to you. You've



made real sacrifices to see your daughters get to this day.

"This morning breathe in deeply and open your hearts to the pride and joy of the

moment," encouraged Biggins, Corporate Community Relations Executive with NationsBank.

"You've done right by your daughters. You've loved them and you've educated them."

Biggins, an alumna of Spelman College, recently was named by President Bill Clinton to serve as one of six on the U.S. delegation to the 37th Session of the Commission on the Status of Women in the United Nations.

MARGARET THATCHER ADVISES DISSENT

Student encouraged to fight for all-female college, alma mater to a number of world leaders

When Somerville College, one of two all-female colleges at Oxford University in England, considered allowing men to enroll, alumna Margaret Thatcher encouraged student dissent.

According to a story in the *Washington Post*, the former Prime Minister wrote a letter to Joanne Baker, a 19-year-old student at Somerville. In it, Thatcher said, "I believe that women who want a good academic qualification should be able to choose an all-woman college."

Somerville is the alma mater of four former Prime Ministers: Indira Gandhi of India, Golda Meir of Israel, Sirimavo Bandaranaike of Sri Lanka and Thatcher.

If men do move into the architectural hodge-podge of buildings around Somerville's as planned, St. Hilda's will be the only one of Oxford's 26 undergraduate colleges reserved for women.

JANE FONDA SPEAKS OUT

RTCs urged to turn their crises into life-long opportunities for growth

After renewing acquaintances during her 25th class reunion at Emma Willard, a girls school in New York, Jane Fonda says, "It seemed our lives had turned out different from what we'd expected. It

seemed we all became the men we were supposed to have married."

Fonda, millionaire producer of the top grossing video of all time: *Jane Fonda Works Out*, and twice Academy Award winning movie star, was at Agnes Scott in April at the invitation of Return-to-College students at an hour-long convocation.

"At Emma Willard," says Fonda, "we could be as

strong and bright and athletic and active as we wanted to be."

In a booming voice, she touched on her volunteer work with the Atlanta Project, the powerful effect of women networking with women, the trauma of divorce, and a life of learning.

"The main opportunities for growth," said Fonda, "are the lows and the crises of life."



Decatur, GA 30033-3025

Doonesbury

by Garry Trudeau



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With studies showing gender bias in co-ed classrooms, the women's college education may be re-emerging as an idea whose time has come.
Story, page 14.

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AGNES SCOTT

ALUMNAE MAGAZINE WINTER 1994



A Woman's Image
Exploring Women's Studies at ASC

EDITOR'S NOTE

Changing landscapes: it is important not to step in the wet concrete or be entangled by the web of computer cables—either literally or figuratively

Years ago a magazine assignment took me to snowy, treeless plains around Nome, Alaska. My subject, a wiry fellow named Bill Webb, was putting together a team of huskies to compete in the Iditarod race from Anchorage to Nome. He invited my husband and me to join him for his first dogsled ride that season—as Webb began hooking up his team, he told us to put our full weight on the sled brake. These dogs were bred, trained and ready to run.

After experiencing a delightful—no, exhilarating—ride through Nome's frozen wilderness, I was surprised to learn later that Webb and his dogs never got a good start in the Iditarod. The problem seemed to be the wooded country around Anchorage. His normally hardworking team careened, snipped, fought wildly and finally balked. They simply couldn't get beyond the trees.

That image kept coming to mind as I finalized content for this magazine. In one way or another, most articles reflect Agnes Scott's own changing landscapes.

Faculty, students and staff mumble and grouse as they leap trenches, test wet concrete and tiptoe around barriers or upended brick walkways in a literal landscape disrupted by installation of fiber optic cables in a computer network that will forever alter how we access information and how we communicate. "Plugging into the Future" (page 26) reminds us that as we focus on progress, the pain of stubbing toes on loose bricks quickly ebbs.

Some changes are heartfelt.

In early January, former ASC Vice President for Development and Public Affairs Bonnie Brown Johnson '70 assumed new responsibilities as executive director for development and assistant dean of the Emory School of Medicine. We in publications already miss her humor, strength and wise rapport. It was Johnson's idea to pursue an article on women and philanthropy (page 20). Both she and President Ruth Schmidt (who will retire June 30)



ART LASSER PHOTO

are models of charitable giving.

Women's roles—women's awareness—change constantly. Writer Mary Alma Durrett helps us understand the impact of Women's Studies at Agnes Scott and other institutions as they reshape the ways the world views women . . . and how women view themselves ("A Woman's Image," page 6).

Over the past two decades, undergraduate institutions in this country have changed significantly. Out of greater diversity grow complex and often highly charged issues related to language and culture, race and faith. Administration

and faculty find themselves under scrutiny from the outside, with performance defined and evaluated according to corporate models. Students shoulder increased responsibility for life-forming matters from academic direction to morality and faith. In an increasingly violent society, institutions seek to protect their own. Their economies reflect the effects of an unpredictable national economy.

In its spring issue, the *Alumnae Magazine* will examine some of these trends and their effects on the College.

The constant challenge for Agnes Scott's community is to consider and clearly define its purpose, then to maintain its bearing as it moves through ever-changing landscapes. During senior investiture for the class of 1994, Christine Cozzens, director of Women's Studies at Agnes Scott, described the beauty and frustration of such work as a perpetual wrangle between tradition and change: "That struggle tests the value of anything we think or do, and the sparks that fly upward ignite our creativity and our purpose."

Alceste Leanington

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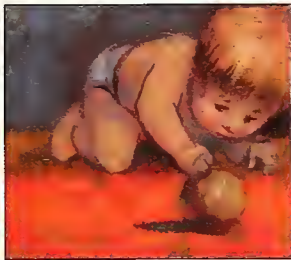
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A Woman's Image

by Mary Alma Durrett

*For the first time, women are taking control of the way women are portrayed in American culture—
Women's Studies programs are helping to set the agenda*



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Mother Tongue, Father Tongue

Written by Emily Style

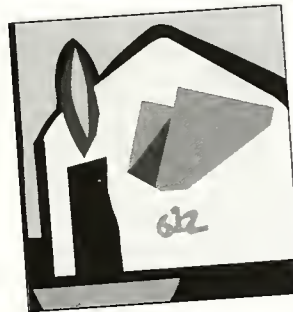
The differences in the way women and men use language is significant—and revealing

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The Power of Giving

by Celeste Pennington

New studies are proving the old admonition that "it is more blessed to give than to receive" is not only true, but underrated. There's also a matter of influence . . .



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The Gift

by Jane A. Zanca '83

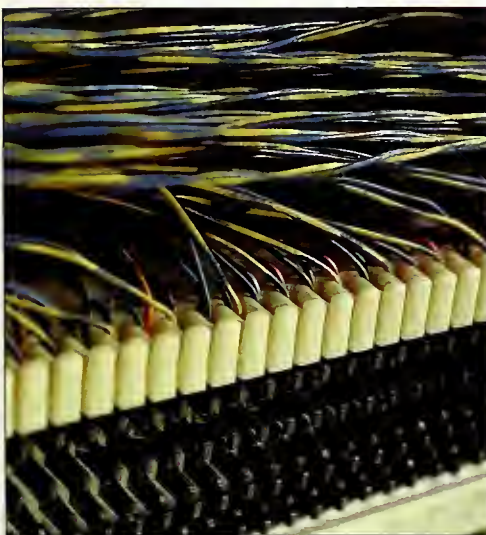
You don't know the significance of a gift until it's received—and even then you may not know for years.

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Plugging into the Future

by Sheryl S. Jackson

The new information technology project will link ASC computers across the campus and around the world.



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Copyright © 1994, Agnes Scott College. Published two times a year by the Office of Publications, Agnes Scott College, Buttrick Hall, 141 E. College Avenue, Decatur, GA 30030, 404/371-6315. The magazine is published for alumnae and friends of the College.

Postmaster: Send address changes to Office of Development and Public Affairs, Agnes Scott College, Decatur, GA 30030.

The content of the magazine, reflects the opinions of the writers and not the viewpoint of the College, its trustees, or administration.

LIFESTYLE

Religion in the South, reading the Presidents' mail, taking the high road in Haiti, healing through art and achieving academic success at home.

THE NEW SCHOOL HOUSE

Home School Teacher Linda Maloy Ozier '72

Linda Ozier dreamed of one day starting her own school. But never in her wildest dreams did the Boston resident imagine that her first pupil would graduate from high school and take Harvard course work, all by age 15 1/2.

But that's just what the oldest of her two home-schooled children has done.

By spring this son, Owen, will have completed his high school curriculum in two years. The boy's education has included part home-schooling, part advanced high school courses and classes at Harvard Extension, Harvard University's community college program. Upon graduation he hopes

to attend Massachusetts Institute of Technology.

Her other pupil, younger son Drew, is also accomplished, answering college Scholastic Aptitude Test [SAT] questions by age nine.

The boys are following models for accelerated learning set by their parents. Their mom skipped her senior year of high school and at age 16 enrolled in Georgia Institute of Technology—majoring in math. Ozier was 17 when she transferred to Agnes Scott.

Greetings Office.

Her duties included addressing special greetings from the President to folks celebrating their 50th wedding anniversaries and 100th birthdays. Sometimes she opened the First Lady's and the children's letters.

But her favorite assignment was to work alongside United States postal employees in the White House mail room. There, after each piece of mail had been slit open and X-rayed—ensuring none contained bombs—Gibson read and sorted mail from the “hinterlands, telling the president what was wrong with the country.”

Gibson recently left Washington to return to the hometown named for her ancestors—Gibson, N.C., population 500—where she plays a little bridge, reads and volunteers for the local church and literary council.

The ASC math major taught public school math in North Carolina for 13 years and pursued graduate work at the University of North Carolina.

She interrupted her



Home-school teacher Linda Ozier with son Owen, at Harvard.

IN THE WHITE HOUSE MAIL ROOM

Volunteer Elise Gibson '29

Ford. Carter. Reagan. Bush. For more than two decades, Elise Gibson worked in the White House and, among other things, read these Presidents' mail.

The ASC graduate was one of many volunteers in the White House

studies during World War II when she was offered a job with the National Security Agency in Washington.

Until her retirement in the mid-1960s, Gibson worked as mathematician, analyst, trainer and personnel staff member at NSA. But she insists that she has worked harder as a White House volunteer than she did as an employee of the NSA.

In addition to White House duties, she taught adult literacy, served as a church deaconess and was secretary and treasurer for Washington's ASC alumnae club for many years.

REMEDY FOR BITTER MEMORIES

Art Therapist Frances E. Anderson '63

Clay in hand is a window to the soul."

The words belong to a survivor of childhood incest. Working through the medium of clay, this woman has dared to reflect on her own wounded life.

"This engages the senses—especially the

WHERE KIDS COUNT

Child Care Publicist Elizabeth Seward '91

For a year Seward lived with no running water, no electricity and sporadic telephone service—and she loved it.

As director of public relations for the International Child Care Hospital in Port-au-Prince, Haiti, Seward's

duties included driving busloads of United States and Canadian visitors cross country to see evidence of the organization's successful fight against childhood diseases in a country where infant mortality is 106/1000 (compared to 9/1000 in the United States). With no driving laws—and pot

holes large enough to swallow tires—the tours proved as treacherous as Seward was adept.

It was the Republic of Haiti's quickly escalating political tensions and violence that made necessary the abrupt departures of Seward and other missionaries recently. The ASC economics major felt heartbroken to have to leave the tiny country in the West Indies two years before the end of her

assignment.

It's returning to life in the United States—"a country with everything"—that has been the adjustment for Seward. She re-

members fondly that

despite extreme poverty, Haitians met her with a smile or hearty laugh. "They always looked for a better day."



RICHARD HICKS ILLUSTRATION

eyes and the sense of touch," explains the woman's art therapist, Frances Anderson, who chose clay as her medium when she earned art and psychology degrees from Agnes Scott and master's and doctoral degrees from Indiana University.

According to Anderson, one out of four women and one out of six men are sexually molested

as children.

Over the years Anderson became fascinated with how working in clay seemed to become a channel for the traumatic emotions that most incest survivors have learned to block.

During art therapy sessions, she found survivors can mold messages about their rage, their sense of healing and

recovery. "It becomes a direct conduit to the inner self," says Anderson, a distinguished professor in art at Illinois State University and a pioneer in a profession now three decades old.

The Louisville, Ky., native has compared the outcomes of incest survivors in art therapy with those in engaged in traditional talk therapy.

PHOTO © 1992 FRANCES ANDERSON



Repeatedly the findings have confirmed Anderson's hypothesis, as summed up by a woman who had undergone 20 years of counseling prior to art therapy: Never before, she told Anderson, had she come so far in healing.

The ASC graduate has created a video tape of her findings, "Courage/Together We Heal—Art Therapy with Incest Survivors," which documents her art therapy program, portrays the power of art versus verbal therapy and highlights the widespread problem of incest.

Anderson admits she has a strong sense of mission regarding people who have experienced incest. She also has a need to "make a contribution to society" which she describes as "a core family value. As an art major at Agnes Scott, I asked myself, how do you contribute to society? Of course, the art you create is a contribution. But being an artist can be seen as an inward-looking process. With art therapy, I'm involved in art and I'm helping society."

Another form of

Anderson's professional contribution: she has used art to teach disabled children in public schools. "Art is intrinsically motivating," believes Anderson, who has designed special programs after discovering how art enhances the self-esteem and motivational levels of these children.

The work led her to Illinois State, which boasts the country's fifth largest special education program. Her graduate and doctoral students learn from two textbooks she has authored (including *Art for All Children—Approaches to Art Therapy with Disabled Children*, now in its second edition).

As a result, Anderson has created a series called "People Pots." Small, painted three-dimensional figures—groups of child-like people and animals—interacting and climbing in and out of rough clay bowls. Many of the sculptured clay

figures are connected with one another—a metaphor, says Anderson, for

what occurs in the art therapy sessions.

✓ People Pots are currently on exhibit at galleries in Peoria and New Harmony, Ill., and will be shown at Notre Dame College in Belmont, California, next fall.

FAITH AND DOUBT IN SOUTHERN FICTION

Author Susan Ketchin '70

Any lover of Southern fiction knows the essential ingredients of the genre: food, family, race and religion. Ketchin has blended her lifelong passion for that literature and

her fascination with the "powerful influence of the South's peculiar brand of religion" in a book, *The Christ-Haunted Landscape: Faith and Doubt in Southern Fiction* (University Press of Mississippi).

A recipient of a Coolidge Research Colloquium Fellowship, Ketchin narrowed a wide field of contemporary Southern authors to a "biblical 12." Her book includes interviews, representative excerpts from their works and critical commentary on the literary imagination of each writer—including Will Campbell, Lee Smith, Reynolds Price, Allan Gurganus and Ketchin's husband, Clyde Edgerton.

She interviewed blacks, whites, Catholics, Baptists, Methodists—and



ALEX HARRIS PHOTO FROM THE CHRIST-HAUNTED LANDSCAPE: FAITH AND DOUBT IN SOUTHERN FICTION

UPDATE

Tracking ASC interns in the tough job market.

discovered the novelists to be “deeply spiritual people who had a love/hate relationship” with their religious upbringings. “I had no idea of the depth, sincerity and anguish of these writers,” says Ketchin, who jokingly describes herself as a recovering Calvinist.

Ketchin has been steeped in literature since her ASC graduation. She taught sixth grade and high school English and earned a master’s in English from the University of North Carolina at Chapel Hill where, she says, her famous author husband met her. Ketchin also taught at North Carolina State University, was an editor at Algonquin Books and has edited fiction for *Southern Exposure* magazine since 1988.

As a team, husband and wife write and perform folk music. The couple has released two albums. Their most successful tune, (named by Ketchin): “A Quiche Woman in a Barbecue Town.”

When not performing, Ketchin, Edgerton—and their 11-year-old daughter—live in Durham, N.C.
—Author Leisa Hammett-Goad is a freelance writer in Nashville, Tenn.

FROM INTERN TO EMPLOYEE

In September, Tracy Peavy '93 was part of the stage crew for the annual Open House for 45,000 children and parents at The John F. Kennedy Center for the Performing Arts in Washington, D.C.—just one of her tasks as an intern with the National Symphony Orchestra [NSO].

Peavy, a flutist and music major at Agnes Scott, learned about the internship after stopping by the office of Career Planning and Placement [CP&P] to inquire about a possible internship with the Atlanta Symphony Orchestra. Instead, Laurie Nichols, assistant director of CP&P, steered Peavy to The Kennedy Center.

For three months, Peavy will work in Performance Plus in the NSO, an education arm of the program. “One of my goals,” Peavy admits, “is to get a job here.”

Also in Washington, D.C., this year was Laura Barlament '93, a summer intern copy editor in the



Kennedy Center intern Tracy Peavy hopes to become full-time.

Money section at *USA Today*, coordinated through the Dow Jones Newspaper Fund Scholarship Program. After completing graduate study in Germany, she may follow up an offer from Gannett Communications to work on their newspapers.

Many recent graduates, including Karen Anderson '90, Kristin Lemmerman '92, Emily Perry '92 and Suzanne Sturdivant '91, have successfully turned internships into full-time employment.

Anderson has moved quickly through party ranks after a post-graduation internship at the Georgia Democratic headquarters in Atlanta. During the Presidential campaign, she was a political director of the Democratic Party of Georgia. Since

May she has been in the White House, one of two liaisons between the Democratic National Committee's Political Department and the White House Office of Political Affairs, working directly with a special assistant to the President responsible for 24 Eastern states.

Perry is a financial analyst with the Federal Reserve Bank in Atlanta after serving an internship there.

In March '92, Sturdivant served as an intern in the political unit of Cable News Network [CNN] in Atlanta, and now works as an editorial assistant and writer there.

Lemmerman, an intern at CNN's Futurewatch and then Network Earth, is now a public information assistant at CNN.

A WOMAN'S IMAGE

For the first time, women are taking control of the way women are portrayed in American culture — Women's Studies programs are helping to set the agenda

Written by Mary Alma Durrett

Photographs of ASC Faculty by the Author



KOBLE COLLECTION PHOTO



A flawless, chestnut-haired child of six stares out from the ad with a faint turn of a smile. In her arms, crossed in front of her bare chest, she holds a collection of pear-shaped Halston perfume bottles. The sensual overtone is clear and goes beyond the now-routine message of most American advertising, that women must be young and thin. In this case, the little girl becomes the ideal of feminine beauty and sensuality, explains educator Jean Kilbourne in her 1987 video "Still Killing Us Softly: Advertising's Image of Women."

Even more disturbing are the statistics that follow the images: 25 percent of reported rape victims are under 18, one in four little girls (and at least one in 10 little boys) has been sexually molested in childhood. "Images like the one in this ad contribute to the problem," stresses the researcher, "by creating a climate in which it is increasingly acceptable for children to be looked upon in this way."

Kilbourne's video and sobering findings are commonly used in ASC psychology and Women's Studies classes to serve as catalysts for discussion.

SO WHO SHAPES the images of women today? How have women been perceived throughout history? What aspects of women have been ignored? What perspectives and accomplishments, left out? How can women be more fully represented? These are the sorts of questions pondered in Agnes Scott's Women's Studies program and in the 600 other similar programs nationwide.

"Women's Studies seeks to place women in the curriculum in every respect," explains

Christine Cozzens, assistant professor of English and director of ASC's Women's Studies program. "It's not just recognizing the Harriet Tubmans and Sojourner Truths but in bringing to light the perspectives, problems and creativity of women—to include them in every sense."

Nationally, women's studies courses began to surface some 20 years ago as a natural outgrowth of the women's movement. On the academic front, women were no longer tolerating the omission of women from the canons of academic research and learning.

Photographs By Nancy Marshall

Photographs accompanying this article are by Nancy Marshall, an Atlanta photographer whose works were included in a Fall 1993 exhibit at Agnes Scott. Marshall uses an 8-by-10-inch view camera with a portrait lens that softens images. She hand tints her photos with gold, platinum and palladium to accomplish a dream-like quality. Marshall's daughter and her friends are her primary subjects.

Recent exhibits of Marshall's works include Jackson Fine Arts Gallery and Georgia State University in Atlanta; Macon (Ga.) Museum; and McNeese State University in Lake Charles, La. She is a teaching affiliate in photography in the art history department of Emory University and is past director of Atlanta's Nexus Photography Gallery.





Here, feminist scholarship took shape.

Explains Bari Watkins, a contributor to the book *Theories of Women's Studies*: "What distinguishes feminists from other scholars is their commitment to a movement for social change, and their conviction that women have been excluded, devalued and injured by many aspects of human society, including the traditional academic disciplines."

"Feminists have also found that they must challenge the institutional arrangement of the university," continues Watkins. "The models and paradigms of existing scholarship did not simply leave women out; they did not permit satisfactory explanations of women's experiences. It was therefore necessary to transform and reconstruct traditional ideas and methods in order to include women."

While the women inside academe began the search for their lost histories, women outside began to push for recognition and equal status.

TO WITNESS THE CHANGING VIEW of women in the decade from 1960 to 1970 one needed look no further than television. The happy homemaking (and occasionally dancing) wife/mother Laura Petrie, portrayed by Mary Tyler Moore on "The Dick Van Dyke Show" in 1961, was replaced by the independent-minded, single Mary Richards on "The Mary Tyler Moore Show" in 1971. Laura Petrie smoothed out the ripples so that husband Rob did not alienate his boss or lose his client or get a demotion. A decade later, Mary Richards was a woman at loggerheads with her boss over pay or authority or their portrayal of women.

These sorts of societal shifts helped spur Women's Studies programs. The first programs emerged at larger institutions—the "grandmother" of them all was University of California at Berkeley—then cropped up later at smaller institutions such as Smith College. "Formal studies came *much more* lately to women's colleges," observes ASC Women Studies Director Cozzens.

"Women's colleges may have been ahead of others, originally, because they were teaching women and thought that women's perspectives were being addressed." But women's colleges often continued the more traditional, male-centered canon.

AT AGNES SCOTT, a kernel of interest in



WOMEN'S STUDIES DIRECTOR CHRISTINE COZZENS

women's studies sprang up in the mid-1970s. Gail Cabisius, associate professor of classical languages and literatures, taught the first course at ASC in 1976—"Women in Antiquity," dealing with the lives of women in ancient Greece and Rome. She had taught the course at Boston University and remembers when she offered to teach it at Agnes Scott, the former department chair seemed "a little reluctant to put it on the schedule." Within a year, the College scheduled both Cabisius' course and a woman-centered psychology course. A year later, "Women in Antiquity" boasted an enrollment of more than 40. "That was the very beginning," says Cabisius. "We were developing a brand new field."

Among those joining Cabisius to shape the Agnes Scott Women's Studies program were Caroline Dillman in sociology, Kathy Kennedy in history, Sally MacEwen in classical languages and literatures, Ayse Carden in psychology, Beth Mackie in Bible and religion, Linda Hubert in English, Rosemary Cunningham in economics and Cathy Scott in political science. Formally, the faculty accepted Women's Studies [WS] as a program in 1987; Mackie served as its first director. "Getting a separate listing in the catalog was a victory," remembers Cabisius.

The number of WS courses has grown to 20, yet some question the College's commitment to the program—the director must split her time between directing the Writing Workshop and the WS Program. "The administration wants to have Women's Studies but doesn't want to spend any money on it," observes Cabisius.

In the university structure, explains Dean of the College Sarah Blanshei, "you might find Women's Studies as a department but I don't think any small liberal arts school has a separate department." To critics who question whether Women's Studies should be a part of the liberal arts at all, Blanshei answers: "Women's Studies is the

Perhaps because women were teaching and thought women's perspectives were being addressed, "formal Women's Studies programs came much more lately to women's colleges."

In Martha Rees' class on women, health and society, students profile a doctor as an "Anglo shaman"—wealthy, white, male, all-knowing. In the culture, say students, doctors are "holy men."

offspring of the liberal arts." The move to take a fresh look at history "came not out of a political movement" but from an historical standpoint from the realization that there was *more* history. "As part of the development of liberal arts, we were taking a newer approach to history. A new social history was emerging. Women's Studies came out of this. I think you will find that those classes are well enrolled."

Of the 573 students currently enrolled at Agnes Scott, 17 percent have taken or are taking a Women's Studies course. Today those courses range from "Women, Health and Society" to "Female Identity and the Making of Theatre."

"These classes are charged the way no other classes are charged," observes Cozzens.

In "Women, Health and Society," Sociology/Anthropology Assistant Professor Martha Rees uses *Our Bodies, Ourselves*, *The Woman in the Body* and *Medical Anthropology in Ecological Perspectives* as class texts. Every student is required to interview a woman from another culture about her life. Each student leads a discussion on a topic ranging from body image to religion, trances and mental illness.

During a class last semester, Rees' students gather around a table to discuss health practitioners in the Western world. In previous classes, students explored Western attitudes toward women's puberty and Rees had asked about students' "first bra experience." This time she asks if students remember their first visit to the doctor. "I

remember stepping on a big, old, rusty nail and I had to go to the doctor to clean it and get a shot," volunteers a student. "The doctor got mad at me for being scared and my mother got mad at me, too." An international student tells about biting her attending physician as he was preparing her for a tonsillectomy. He left her tonsils in. Rees also asks students about their first visits to the gynecologist, and the group intones a collective "ugh." The student's profile of a doctor takes shape as an Anglo *shaman*—wealthy, white, male and all-knowing. "They are holy men."

After the lively discussion, a senior says, "This is one of the only classes I really look forward to going to."

SINCE THE ASC PROGRAM began five years ago, nearly 260 students have taken a WS course. Now they may pursue either minors or self-directed majors in Women's Studies. Karen McNay '92, one of two ASC graduates who hold degrees in Women's Studies, hopes to use her specialized knowledge in a career in immigration law with a focus on women. "There was a real emphasis on feminist critical thinking," says McNay of her courses at ASC, which she thinks will be a life-long benefit.

The Agnes Scott WS program is driven largely by faculty and student interest, says Cozzens. "Some of the most fruitful research here has been in Women's Studies." In a recent Women's Studies 100 course, students produced a variety of essays about women's service organizations in the At-

Women's Studies for Alumnae

"Today was one of the most invigorating days I've spent in a long time. It reminded me of how I felt as a student at Agnes Scott: the passion and intensity of all involved."

This was the response from one of 50 Agnes Scott alumnae and friends who gathered last year for a Women's Studies seminar for alumnae. Speakers included Michele Gillespie, ASC assistant professor of history; Kent Leslie, a fellow from the Institute of Women's Studies at Emory University; and Tina Pippin, ASC assistant professor of Bible and religion.

The success of this program "took us by surprise," admits Christine Cozzens, assistant professor of English and director of ASC's Women's Studies Program. Younger alumnae were targeted as most likely to attend. But "older ones were also enthusiastic. Many have lived through experiences we talked about."

Lucia Sizemore '65, director of alumnae affairs, says the idea for the seminar came from a survey of alumnae. The seminar was so well received that a follow-up, "Women's Creativity," was held recently.

—M.A. Durrett

lanta area. In her essay on the National Black Women's Health Project, Malikah Berry '95 writes, "Visiting the project validated feelings and thoughts that being an African-American woman was much more than being born female and black. *Vital Signs* [the newspaper of the NBWHP] was of particular interest to me now because of my goal to start *Nandi*, the African-American student newspaper on Agnes Scott's campus. *Vital Signs'* unique voice is necessary for healing black women all over the world as is *Nandi* necessary for healing the black women on this campus."

Other topics run the gamut from "Girls Scouts: Nor Just Cookies" to "The Women's Basketball Coaches Association." In advanced level courses, students have explored on a scholarly level a range of subjects from the life of a slave mistress to lesbian ethics.

Even though classes at ASC are well attended and students are engaged in class discussions, Cozzens says WS remains on the academic periphery, nationally. Women's Studies programs fall when budgets are cut. "At Agnes Scott," says Cozzens, "our curriculum has grown over the years and more and more faculty [hired in other departments] have Women's Studies backgrounds. It's what's hot out there right now."



ASST. PROFESSOR OF ENGLISH CHRISTOPHER AMES

Bringing information about women into the courses has depended on the level of interest or commitment of individual professors. There is no institutional mandate to include women in every course.

A quick scan of titles in the College bookstore hints at what's being taught: *Lucy: Beginnings of Humankind* in anthropology; *Soviet Women*, *Victorian Women in England*, *France and the United States*, *A History of Their Own*, and *Black Women Abolitionists* in history; *Engendering Democracy* in political science; and *Women In Love*, *The*

Girls of Slender Means, *Jane Eyre*, *Orlando* and *Wide Sargasso Sea* in several English courses.

To redress a one-sided curriculum, "We have a two-pronged approach," explains ASC Associate Professor of English Christopher Ames. "We look at the canon, the great books, asking new questions, such as, 'What do they say about women in their time?' and we look to new sources—collected works of women, diaries, letters, novels—and ask, 'Is there a women's tradition that has been ignored or overlooked?' It's hard to believe that there was a time when we didn't ask these questions."

Cathy Scott, associate professor and chair of political science concurs. In her PS 103 course, *Bananas, Beaches and Bases: Making Feminist Sense of International Politics* is the primer. "We look at the ways women have been excluded from politics and the ways women's roles are affected by international politics. It's a revelation to ask these sorts of questions," says Scott. "I try to address them in every class. It makes the classes much more interesting."

In natural sciences, the approach is being modified as well. For the past two years, the biology department has been studying its programs, says John Pilger, associate professor and chair. As a result they are developing a new curriculum which will be implemented in 1995-96. It will reflect both changes in classes offered and, says Pilger, changes in "the way we organize classes, to include all that we know about feminist pedagogy."

AN EMERGING EMPHASIS is to teach science in a female-friendly manner.

"Women don't like to be distanced from the data; they like to have more contact with the subject. Women approach problems differently; they form different hypotheses, often devise different experiments," explains Pilger. The department intends to build a support system to help the young woman scientist establish a sense of confidence in her knowledge and work that will carry her into graduate study and into her profession.

Helping women students overcome low self-esteem in certain academic fields is another challenge being addressed by ASC Mathematics Chair Larry Riddle who tries to counter stereotypical attitudes formed during high school concerning gender-re-

"We look at the books, asking new questions: 'What do they say about women in their time?' 'Is there a women's tradition that has been overlooked?' It's hard to believe there was a time when we didn't ask these questions."



lated aptitudes in math. "A lot of our students report that they don't feel prepared for calculus even though their grades might reflect that they *are* capable."

As women and women's issues receive greater attention, in the broader academic community there continues a national debate over whether Women's Studies ought to be a separate discipline, or whether women's contributions should be a component of every course, fully integrated throughout the curriculum.

From the autonomous approach to women's studies, argue some, grows an "intellectual ghetto." Eventually, say others, an integrationist approach could transform the prevailing curriculum so that women's studies as a separate discipline were no longer

necessary. Others question both the content and the approach to women's studies, and they wonder which brand of feminism or feminist theory should be advanced. Wendy Kaminer's article "Feminism's Identity Crisis," in the October *The Atlantic Monthly*, addresses this issue. "A majority of Ameri-



ASSOCIATE PROFESSOR OF ART DONNA SADLER

"In my courses, I talk about the absence of examples of women painters." Only 19 women are included among the 2,300 artists in the *History of Art* text.

The Artist Within

Young Artemisia Gentileschi was a creative woman of promise living in 17th-century Rome. Under her father's tutelage, she mastered the rudiments of drawing; then began advanced instruction from Agostino Tassi.

Although Tassi and Artemisia were chaperoned, she accused him of raping her and stealing some of her father's paintings. In a trial that followed, Artemisia was subjected to cross examination under torture; Tassi maintained his innocence.

Tassi spent a few months in jail for the theft, but was acquitted of the rape charge.

Artemisia fled Rome. She was later credited with bringing the style of Michelangelo Merisi da Caravaggio (dramatic representations of humans, brightly lit against dark backgrounds) to Florence, Genoa and Naples.

By age 23, Artemisia had joined the Academy in Florence.

Women Artists: An Illustrated History describes Artemisia as "The quintessential female painter of the Baroque era." The portraitist's reputation eventually rested on a group of religious paintings—heroines of the Old Testament—in which she depicts biblical characters with

great drama and emotion. Among them is *Judith Beheading Holofernes* (below) in which a maid servant restrains a writhing Holofernes while Judith, elbow locked and jaw set, bears down on a blade that

severs Holofernes' head from his body. What adds to the drama of the work, points out Donna Sadler, associate professor of art at Agnes Scott, is that the face of Judith is drawn in Artemisia's likeness. Perhaps the artist's frustrations over the alleged rape and subsequent trial motivated her to project her own image into the work and cast herself in a role of power.



In her courses, Sadler discusses the general lack of texts offering examples of women artists. A sparse 19 women are among the 2,300 artists in H.W. Jansen's *History of Art*.

In her classes, Sadler not only discusses women artists' abilities, but also addresses society's expectations and treatment of women. She believes inclusion of artists such as Artemisia Gentileschi "is a way to redress the imbalance."

This spring Sadler focuses on women artists in "The Rise of the Woman Artist," a Women's Studies art course.

—M.A. Durrett



can women agree that feminism has altered their lives for the better . . . But the same polls suggest that a majority of women hesitate to associate themselves with the movement." Some puzzle over which, in a long list of often vying factions, to support: Poststructural feminism, political feminism, different-voice feminism, pacifist feminism, lesbian feminism, careerist feminism, liberal feminism, anti-porn feminism, eco-feminism and womanism. . . .

"FEMINISM HAS NEVER been a tranquil movement, or a cheerfully anarchic one," continues Kaminer. "It has been plagued by bitter civil wars over conflicting ideas."

An article in a recent *Mother Jones*, also calls into question the quality of many WS classes, accusing professors of "coddling and counseling" the so-called oppressed, rather than requiring of students the mastery of objectively conveyed subject matter. In the article "Off Course," writer Karen Lehrman notes, "Most of the courses are designed not merely to study women, but also to improve the lives of women, both individual students and women in general. Professors often consider a pedagogy that nurtures voice just as, if not more, important than the curriculum. In many classes, discussions alternate between the personal and the political, with mere pit stops at the academic."

ASC senior Mary Wohlfeil of Charles-

ton, S.C., expressed her own disappointment over a recent Women's Studies/history course in which members of the group "seemed to reinterpret history for their own convenience. Too many times I think people take these specialized courses without having taken the basic courses. I thought there was too much emphasis on feelings and not enough on logic." She also expressed dismay that the student who introduced a differing point of view in class was looked upon as if she "hadn't 'seen the light.'" There wasn't much respect for the other side." But Wohlfeil admits her response to the class was atypical. "A lot of students like Women's Studies because classes are more informal and there's not the academic pressure felt in other classes."

How women study and what women study, believes Cozzens, is central to Agnes Scott's Women's Studies. These issues are also critical to a woman's sense of value and self-understanding.

It could be that one goal of women's studies—to attain gender-balanced curriculum—will put the program out of business, admits Cozzens. "But since I don't see that happening in the next century, we don't really have to worry about that. The best scenario is to have both [autonomous and integration approaches] working together, side by side. We have to continue to ask 'Are both genders fully represented?'"

"It could be said that the goal of Women's Studies—to attain gender-balanced curriculum—is to put itself out of business." Since that isn't likely to happen anytime soon, educators worry about how best to autonomize and integrate WS into curriculum.

Women's Studies Booklist

If you are interested in learning more about Women's Studies' theories or topics, you may want to consider, in addition to books mentioned in this article, some that Agnes Scott students are currently reading:

- ❖ *After Patriarchy: Feminist Transformations of the World Religions*, edited by Paul Cooley, William R. Eakin, Jay B. McDaniel, Orbis Books, Maryknoll, N.Y., 1992.
- ❖ *A History of Their Own, Vols. I & II*, Bonnie Anderson, Judith P. Zinsser, Harper Perennial, 1988.
- ❖ *Becoming Visible, Women in European History*, edited by Bridenthal/Koonz/Stuard, Houghton Mifflin Co., Boston, Dallas, Palo Alto, 1987.
- ❖ *Engendering Democracy*, Anne Phillips, Pennsylvania State University Press, University Park, Pa., 1991.
- ❖ *Feminist Research Methods*, edited by Joyce McCarl Nielsen, Westview Press, Boulder, San Francisco, 1990.
- ❖ *Gender Issues in the Teaching of English*, edited by Nancy Mellin McCracken and Bruce C. Appleby, Boynton/Cook Publishers, Portsmouth, N.H., 1992.
- ❖ *Southern Women*, edited by Caroline Dillman, Hemisphere Publishing, New York, 1988.
- ❖ *Working Together: Gender Analysis in Agriculture*, edited by Hilary Sims Feldstein, Susan V. Poats, Kumarian Press, West Hartford, Conn. 1989.



MOTHER TONGUE, FATHER TONGUE

Written by Emily Style
Illustrations by Ralph Gilbert

Remember the sky that you were born under,
know each of the stars' stories...

Remember your birth, how your mother struggled
to give you form and breath. You are evidence of
her life and her mother's, and her's...

Remember the earth whose skin you are
Red earth yellow earth white earth brown earth
black earth we are earth...

Remember that all is in motion, is growing...
Remember that language comes from this.
Remember the dance that language is, that life is.
Remember to remember.¹

When I first encountered this poem by Native American Joy Harjo, I began using it in my high school English classes to teach about Native American understanding of the web of connection that sustains our human lives.

Language is very important in that it helps us acknowledge what grows in our hearts and what meaning we make of life.

Let's consider, again, what Joy Harjo says: Remember that all is in motion, and that it is growing. Remember that language comes from this. Remember the *dance* that language is.

Another writer who has instructed me on the dance of language is Ursula Le Guin. In the 1986 commencement address at Bryn Mawr (in *Dancing at the Edge of the World*, Grove Press, 1989), she made what I find an illuminating distinction between mother tongue and father tongue. I want to offer them to you on Founder's Day since this place was named for the mother of a founder.

FATHER TONGUE, in Le Guin's view, is traditional public discourse and one dialect of it is speechmaking. It lectures and no answer is expected or heard. The audience is expected to be silent.

Le Guin insists that father tongue isn't everybody's native tongue. Furthermore, using father tongue one can speak of mother tongue only, and inevitably, to distance and distort it. It comes off as inferior because mother tongue is, for example, the primitive *ahs* and *uhs* of telephone conversation. It seems repetitive like the work sometimes called "women's work," like doing the dishes and laundry, like the work ordinary people do, like the common, ordinary dimensions of all our lives.

As you probably already know, all the founders of this College, the institution established for women and named in honor of a woman, were men. It was not until 1982 that the College would have in Ruth Schmidt its first woman president, and not until its centennial year in 1989 that the College would have its first woman, Betty Cameron, as chair of the board of trustees.

It was rare, indeed, in earlier times for women to have any role in the public sphere of society. A woman's sphere was a domestic one, her talents and potential for fulfillment were to be realized in the home,

¹From the poem "Remember," from *She Has Some Horses* by Joy Harjo. © 1983 by Joy Harjo. Used by permission of the publisher, Thunder's Mouth Press.

Mother tongue
is language
not as mere
speechmaking,
but as relationship.
Its power is not
in addressing or
debating, but
in relating.

as wife and mother. Agnes Irvine Scott was not the founder, but a mother of one of the founders of the College.

The male founders believed that curricular strength and rigor for women were to be tempered by the ideals of womanhood characteristic of the times.

As late as 1932, an Agnes Scott biology professor told students at a major College ceremony that the "primary career of woman is in the home, but the responsibility of training a girl for practical housekeeping does not lie with the college." In other words, get educated in father tongue, speak mother tongue at home and never imagine an intertwined language useful in both public and private places.

To further flesh out Le Guin's distinction, as a way of honoring the founder's mother, one might conclude that mother tongue is language not as mere speechmaking, but as relationship. Its power is not in addressing or debating but in relating; not in establishing superiority or making finished speeches, but in evoking conversation.

MOTHER TONGUE is language always on the verge of silence and often on the verge of song. It is the language stories are told in.

So I want to offer to you, as part of this quilted speech, some stories to make this

public discourse a dance of mother tongue and father tongue, a multicultural discourse that invites you into a conversation with your own reflections.

First, I would like to retell two brief stories told by Peggy McIntosh, who co-directs the National SEED Project with me. It is about teaching science. Her own high school physics teacher introduced that course by saying—in father tongue—that understanding physics is like climbing Mount Everest: many attempt it, but few can accomplish such a feat. In contrast, Peggy's daughter had a physics teacher who began the course by saying in mother tongue, that when you were a baby in your crib, batting around a ball, you were doing physics; in this course we're going to put names on some of the physics you have been doing all of your life.

In the spirit of Founder's Day, I invite you to remember the crib you came from and I hope that you might be open to learning new names for your ways of being, then and now.

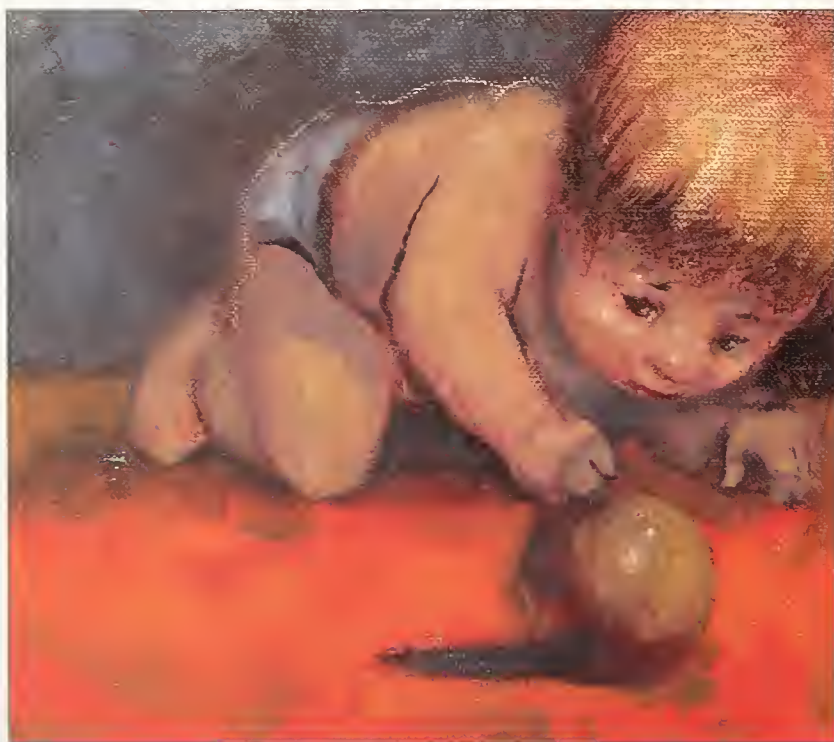
I am Emily. I'm the daughter of Emily, who was the daughter of Elizabeth who was the daughter of Dorothy. Now Dorothy was an unwed teenager in 1909 when she was sent away from her Presbyterian preacher father's house to give birth to the Elizabeth who was to become my grandmother. The midwife who delivered the baby, and whose name was also Emily, adopted Elizabeth and raised her for the first years of her life.

And that's as far back as I can name the female caretakers who are responsible for my being here, in the flesh.

I am not a Native American, but a web of connection has brought me forth.

ONE OF THE REASONS I became a teacher is because I wanted to "be somebody" other than my mother who "just" had seven kids. Now, a history teacher never stood up in front of class and told me directly that a "mother" never did anything, but I learned this from the culture at large, and from the *silences* in school. Mothers were not taught about, but were mentioned only in relation to the really important people like the founder of this college, for instance, whose mother is actually honored *in relation to him*.

A couple of years ago, my own Women's Studies scholarship (and my lived experience) reached a point at which I had to



re-think my own mother's role in history. I put together, belatedly, for myself, for my own daughters and for my mother, Mom's History Book, which documented with photos and words my mother's very worthy "ordinary" life.

All parents/caretakers are one part of the web of connection that I want school curriculum to stop evading. Historian Sara Evans taught us years ago, "Having a history is prerequisite to claiming the right to shape the future." For me, that has involved some very intimate homework, taking what I like to call the textbook of my life as seriously as any other text.

Marilyn Schuster and Susan Van Dyne, two women who teach at Smith College, first taught me (also a teacher) that it is just as important for students to have an acknowledgements page as part of their research papers as it is to have a bibliography page. In the latter, they remember the scholarly sources they used; in the former, they remember the web of connection that supported them so that they could complete the project—because no one does a research paper without help from family, friends and pets, and strangers, too, sometimes.

To be *silent* about the realities of our interdependent lives when we teach and structure curriculum is to dismiss them, institutionally, as lesser, inconsequential, not worth noticing or studying. The fact of the matter is, to use the words of Peggy McIntosh, another woman from whom I've learned volumes, the lives of us all are sustained by what she calls the "making and the mending of the daily fabric."

It is not sentimental or inappropriate to structure attention to this dimension of life into the school curriculum, to speak *mother tongue* in school. In fact, to ignore this dimension of life is to reproduce within the school a deeply *inaccurate* version of what life is really like. The teaching of father tongue without mother tongue breeds barrenness, a monolingual climate, which cannot create new life in the way that mother tongue and father tongue, spoken together, can.

I OFFER ONE MORE STORY from my life text. This story took place over time, involved change and continuity like culture itself. It's about my husband's Mom and Dad. You see, his mother, who is gone now, was a homey quiltmaker who kept scraps of

material in piles all over her house. When I married their oldest of four sons, it was clear to me that my father-in-law regarded my mother-in-law's rag piles as a nuisance. (In the face of so much father tongue spoken in the house, this dear woman was often found silently quilting.)

We all lived long enough, thank goodness, to watch the *curriculum frame* of the culture change: quilts turned into art and so eventually Dad proudly drove Mom to senior citizen fairs where she would display and sometimes sell her quilts. He even took photos to document her work.

Time changes and so frames life in new ways.

I'd like to conclude with words from Susan Griffin:

*I know I am made from this earth,
as my mother's hands were made from
this earth
as her dreams came from this earth
and all that I know, I know in this earth....
these hands,
this tongue speaking,
all that I know speaks to me through
this earth
and I long to tell you,
you who are earth too...
Listen as we speak to each other
of what we know:
the light is in us.²*

As you venture forth into the future, may you measure your steps so that you understand the rhythm of your own stride; may you be open to dancing with others, and may you become skilled in speaking mother tongue and father tongue, even as you invent sibling tongues for a globe becoming more and more conscious of its multicultural nature.

And don't forget to see the world in a grain of sand—in your own shoe—as you savor the privilege and responsibility of walking paths forged by those who've come before.

Do your own dance on them, though!

Style co-directs of the National SEED Project on Inclusive Curriculum, Wellesley College Center for Research on Women. This excerpt is from a speech made at ASC in February 1993.

² From the book, *Woman and Nature: The Roaring Inside Her*, by Susan Griffin. © 1978 by Susan Griffin. Reprinted by arrangement with HarperCollins Publishers.



Time changes
and so frames life
in new ways.
The speech of
mother tongue
and of father
tongue blends
into the sibling
tongues of a
multicultural globe.

New studies are proving the old admonition that "it is more blessed to give than to receive" is not only true, but underrated. There's also a matter of influence . . .

A DAUGHTER of the Rockefellers told a gathering on National Philanthropy Day in New York City that when she was a child her father had her label three boxes: *mine*, *savings*, and *others*. Each week he gave her a 15-cent allowance and she put one nickel in each box. Before Christmas, she and her father would open the *others* box, count the nickels and thoughtfully select a charity.

As an adult she continues to give one-third of her income to charity.

"People helping other people has distinguished American society," notes Bonnie Johnson, former ASC vice president for development and public affairs.

As with the Rockefellers, for many, giving reflects family values and tradition. Yet according to preliminary research, there are distinct gender patterns in giving. For instance, women who give generally divide the amount into a number of small gifts; men give more. In its 1990 report on philanthropy, the *Independent Sector*, a non-profit coalition of groups that encourage

giving, reported that women give 1.8 percent of their income; men give 3.1 percent.

For men, giving often has been wrapped up in business and business relationships—philanthropy comprises a real investment with returns that include recognition and power. "Few women understand the power equation," says Johnson, now executive director for development and assistant dean of Emory University School of Medicine. "The power of associations with others who give—men understand that."

"We are ceding power," Nicky Newman Tanner told Wellesley women who did not want to talk about money during the college's five-year campaign (which resulted in Wellesley College raising \$167 million, a record for all liberal arts colleges). The power of giving often translates into the power of serving on boards and influencing the use of funds. Today less than five percent of corporate/foundation giving flows into programs for women and girls, says Joan Fawcett, member services director for the National Network of Women's Funds.

Women are ceding power even as an in-

THE POWER OF GIVING

Written by Celeste Pennington

Illustrations by Ralph Gilbert



creasing number of women are moving into positions of leadership, according to statistics published by the National Network on Women as Philanthropists [NNWP]. Women account for 55.2 percent of college enrollment. By A.D. 2000, 63 percent of new entrants into the work force will be women. Already women are assuming greater responsibility for an array of financial resources, from earnings to inheritance. Over the next 20 years, baby boomers will inherit \$8 trillion—and, as NNWP reminds, “women outlive men by an average of seven years.” So the future of charitable giving will be in women’s hands.

Philanthropy, Donna Shalala, Secretary of Health and Human Services, told women during her address to the NNWP last year, is the *last frontier of the women’s movement*.

THE ESSENCE OF PHILANTHROPY is one-on-one contact, writes Douglas M. Lawson in his book, *Give to Live*. More than half of *all* American adults—men and women—volunteer 20 billion volunteer hours yearly. It’s that personal expression that Frances Freeborn Pauley ’27 recalls—as a youngster accompanying her mother, a volunteer at the cotton mill day care. “I remember how terrible the place was, how dirty,” says Pauley. “The experience was so upsetting to me, I went home and cried.” Pauley never forgot her mother’s compassion. Later, she helped establish the school hot lunch program throughout DeKalb County. She also helped start the DeKalb Clinic. “During the Depression, my family had a hard time, but we had everything we needed—I couldn’t stand the fact that children didn’t have enough.”

There is strong evidence that, for both genders, attitudes toward service and giving are closely tied to religious belief.

Deeds of giving are the very foundation of the world, admonishes the Torah. The Old Testament tithe (a plan for offering 10 percent of one’s income) is a philanthropic thread that also runs through both Catholic and Protestant giving.

It is a part of life that Holly Markwalter ’86, daughter of a Methodist minister, continues within her own family circle. She is also motivated by New Testament models of sacrificial giving like the widow who gave two mites, a small offering except in the sense that it was all she possessed—and by the modern philanthropy of a Christian

friend who feels compelled to give something to any stranger who asks her help.

ACCORDING TO STUDIES, women tend to give from the heart to causes that can make a tangible difference, often to improve life for others. Women also give to bring about change. In contrast, a man often gives to preserve a cause or institution and is usually more receptive than a woman to have a building or institution named for him. “Men give for self-glory—and football tickets,” jokes Faye Allen Sisk ’73, former executive director of product development for HBO & Co. in Atlanta and now teaching at Mercer University.

Women tend to invest in a cause or organization only after gaining an understanding of its operation. Notes ASC’s Acting Director of Development Jean Kennedy, “Women want to know that their money is used for a good purpose.”

Often women donate their time first, then money. When approached to give, men are more apt to open the checkbook and ask, “How much?”

IN THE PAST, women of means often relied on men—fathers, brothers, husbands or other advisors—to administer their wealth.

Yet with shifts in the distribution of wealth, and as more women are managing their resources, that picture is changing. Today, 6.5 million women own their own businesses. Of all executive, administrative and managerial positions in the U.S. today, 43.6 percent are held by women. Even though women make only 75 cents for every dollar earned by men, women now control 60 percent of America’s wealth.

Of the 3.3 million Americans with gross assets of \$500,000 or more in 1986, 41.2 percent were women, according to the IRS Statistics of Income Bulletin. On the average these women were 6 percent wealthier than the men, held slightly more corporate stock and were considerably less in debt.

As donors, these women are giving to causes that reflect their range of concerns. For instance, a retired school teacher recently donated \$345,000 to help provide equal women’s/men’s basketball programs at a co-ed institution in the Midwest. A prolific children’s author funds a foundation supporting a variety of children’s education projects; a top fashion model has donated \$70,000 to a hospital to help families of

Women’s new and rising economic status has opened doors of opportunity for women’s philanthropy. But will old patterns of giving (and not giving) dictate how women in years ahead will spend their money?



"I can't see how any person can possibly be happy without sharing either her money or herself."



children with cancer. A businesswoman donates 50 percent of her gross sales commission to charities; in 1992, that fund distributed nearly \$1 million to grassroots organizations serving battered women, the homeless and people with AIDS.

As both donors and fundraisers, according to *The Chronicle of Philanthropy*, women play substantial roles. Women now account for 75 percent of the chief development officers in museums. Fifty-eight percent of the 13,500 members of the National Society of Fundraising Executives are women. And about one-fourth of foundation CEOs/board members are women.

WOMEN HAVE BEGUN to develop their own philanthropic networks. Since the mid-1980s, women have organized more than 60 funds (mostly financed and directed by women) to support women's causes; their assets now exceed \$50 million. Nationwide, the number of funds that provide money for organizations that educate women concerning charitable giving has exploded.

Since the 1980s, the dollar amount of grants designated for programs for women and girls has increased nearly five-fold, from \$36 million to \$184 million. This may also have implications for the philanthropic organizational structures themselves, notes Marsha Shapiro Rose in a paper prepared for the 1992 Conference of Association for Research on Non-Profit Organizations and Volunteer Action at Yale University.

Instead of hierarchy and rigid division of labor found in male-directed organizations, women may bring a less bureaucratic, more interactive structures, stressing collective decision-making/de-centralization of authority.

MARY REIMER '46 REMEMBERS her mother hand-wrapping edible food scraps to give to hungry transients during days of the Depression. Reimer also remembers donating food stamps to Agnes Scott to help the College purchase sugar and meat.

"That," says Reimer, "was a lifetime ago."

Reimer, who later "married a Georgia Tech man and helped rear six children," now volunteers from 8:30 a.m. until noon each day at the Decatur Emergency Assistance Ministry, which operates a food pantry and offers money to people who need help with utility bills or "other necessities."

For two or three weeks out of the year,

when she gets home from her volunteer work, Reimer sits down at one corner of her large dining room table and writes a few notes to Agnes Scott classmates, encouraging them to give to the College's Annual Fund. She methodically bundles the notes and mails them in groups of 20 until she has ticked off all 117 names in her class.

"Some people say they are on a fixed income and can't send the College anything. I ask, 'Can you send \$5? That will raise our percentage goal as quickly as will the \$1 million gift.'"

"I can't see how any person can possibly be happy without sharing either her money or herself," says Reimer.

IN WOMEN'S PHILANTHROPY, the newsletter for the NNWP, directors Sondra Shaw and Martha Taylor encourage women to begin viewing charitable efforts, especially giving, as central to life. Like children and professional achievements, philanthropic investment outlives the giver.

It is also an important part of managing resources. The woman who earns/spends \$2,000 a month throughout adulthood will have handled and managed more than \$1 million. The person who consistently gave a simple tithe of those earnings, for instance, would have given \$100,000 over that same period.

"We are helping women from all walks of life to learn about financial planning," says Fawcett of the National Network of Women's Funds, "from what to put back for retirement to how to invest, to finding ways for giving. Women are care givers. We think in terms of having money for groceries and paying for rent. What do we do with our discretionary money?"

"We need to look at how we use that money. Giving may require sacrifice: brown bag lunch once a month or look twice at that \$110 suit we want to buy. Just save back some money and learn to give.

"Whether the gift is \$5 or \$10,000, it will make you feel good to be a giver."

In the final analysis, writes Lawson in *Give to Live*, the act of giving is an act of love. Recent studies, he says, show that acts of charity and devotion to worthy causes improve physical well-being in the giver and are key to mental health.

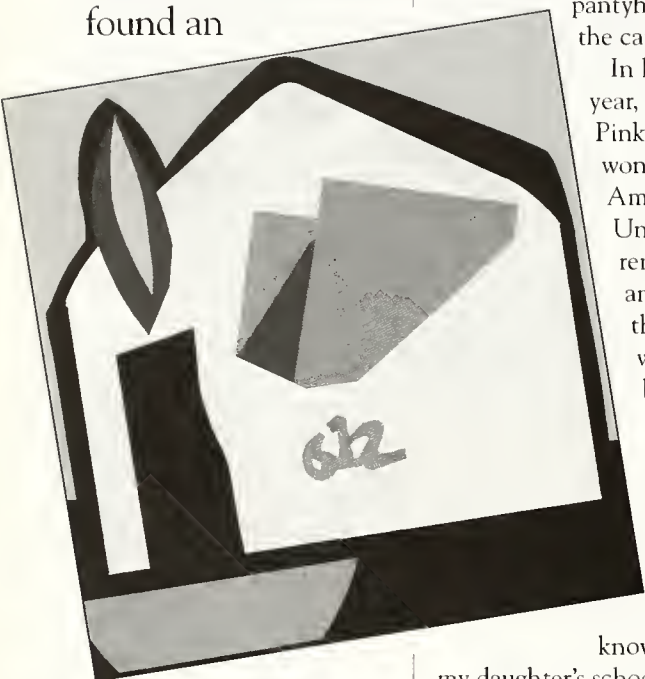
"Instead of the old slogan, 'Give until it hurts,' " writes Lawson, "it seems we should say, 'Give until you feel great.' "



This is a thank-you that is long overdue. Someone—I don't know who—bought me a pair of brass candlesticks for Christmas 1982 during my senior year at Agnes Scott. 🍷 That was the year I turned the bend on a 12-year journey toward my college degree. I began accumulating college credits in 1972, and by 1977 had completed more than a year's work. In 1980, my marriage came apart, and consequently my family income shrank to less than half. 🍷 Against this backdrop, I registered as a Return-to-College student at Agnes Scott. A partial scholarship answered the question of how to pay the tuition, but how were my two children and I to live? I didn't know. I sold our house. This was the first of three moves during my years at college, and each was "downward." 🍷 In my journal I noted: *The temperature has been 105 for days; we can open the windows only three inches, then secure them with nails. Our neighbor, Mr. E., believes that his wife is messing around with R., who lives across the street. Mr. E. went over with a small cannon and blew holes in the walls, roof, and his own foot.* 🍷 Later we would remember that neighborhood as one of the better ones. But our eyes were open. We never doubted that our circumstances could be worse. 🍷 Each move meant letting go of things we valued. 🍷 Fall 1980: Goodbye oak china cabinet, sofa that I upholstered, lace curtains, antique desk. Two ladies fought

For an ASC Return-to-College student, two candlesticks became a symbol that her present struggle prepared a brighter future.

One day in fall 1981, I checked my campus mail box, 612, and in it found an



envelope with \$60 inside. I had no idea what it was for or who had put it there.

over a bicycle—I sold to the highest bidder.

In fall, 1981 and 1982, Agnes Scott's financial aid increased my scholarships; I was named a Dana Scholar. Clearly, somebody believed in me. That was one of the things that kept me going. The other was that half my life had been spent typing. If I didn't keep moving forward, that was what I had to go back to.

I took student loans, and the annual arrival of those checks was bonanza time. Dance lessons for my daughter—the one extracurricular activity I could give her in a decade. For both of the children, the biggest boom boxes I could find in K-Mart. For me, panty hose. The rest: brakes for the car, emergencies, bills.

In late fall of my senior year, English professor Pat Pinka informed me that I had won a scholarship from the American Association of University Women. My rent was due so I was amazed at the timing of this gift. The recipients were honored with a beautiful reception at the home of the President of Spelman College. I remember the candles on the mantle, the earnest handshakes from a hundred women I did not

know, the surprise of finding my daughter's school librarian in the crowd and the fear that someone would spot my scuffed, run-down shoes.

FROM MY FIRST DAY ON CAMPUS, personal difficulties were laced with academic challenges. Early winter 1981, I met with Señorita Eloise Herbert about my procrastination in her Spanish classes. She wanted to know everything. So I told her. She said, "You know, we live inside ourselves. We *must* do that." I had no idea what she meant.

The stress I was experiencing was a visible pox. I could not afford insurance or health care, so I worried endlessly about every twinge. Elizabeth Zenn, at the time chair of the department of classical languages and literatures, packed me off to her own ophthalmologist when I feared my

vision was failing. Psychology professor Miriam Drucker tactfully probed and reduced the shattered bones of my life:

I am so angry. I should have kept on typing. This isn't fair to my children. I feel so helpless.

One day in fall 1981, I checked my campus mail box, 612, and in it found an envelope with \$60 inside. I had no idea what it was for or who had put it there. I hid it deep in my wallet for three days. Then I took it to the grocery store.

Shortly after, Dean Julia Gary asked me to help her move into a beautiful new home. She had a wall of bookshelves in the den. My job was to unpack her books, including fragile volumes of Dickens. *This is how I want to live someday*, I thought.

IN JANUARY 1982, Señorita Herbert invited her Spanish students to celebrate *El Día de los Reyes*. She created a tasty Christmas tree of greenery and boiled shrimp. On the table were three kings, whose crowns were candleholders. I tried not to be nosy, but my eyes wandered from room to room. Her home was glowing with warmth and serenity. *Someday*, I told myself. *If not the serenity, at least the warmth*. I was keeping my apartment thermostat at 58 degrees—we were always cold.

In spring 1982, I had just begun *Beowulf*—the center on which my love of the English language turns—when I fell and shattered my right wrist. This cost \$600, two months in a shoulder-to-fingertips cast, and several missed classes. On my return to campus, Margaret Pepperdene who taught the *Beowulf* course, summoned me to her office. I would report to her, regularly, at such-and-such a time, for one-hour sessions. In those hours, she delivered the entire lectures that I had missed. Under her shrewd, watchful eyes, I knew what was expected of me: finish that course.

My notes on *Beowulf* are scrawly and unbound, the best I could do with my left hand. I love those notes and take them out often to marvel at them.

My scratchy journal entry on May 7, 1982: *Aced Beowulf*.

Envelopes continued to appear in Box 612. Enough to buy books. Enough to pay the phone bill. Enough to buy some groceries and a pair of panty hose. Sometimes the handwriting was different. Clearly, my benefactor preferred to be anonymous.

There was a great kindness embedded in this arrangement.

Even with the "care packages," each month seemed harder. At the end of fall 1982, when I used \$6 from one of the envelopes for a ticket to a performance of Benjamin Britten's "Ceremony of Carols," I felt like a thief. The music billowed through my soul, sweeping away everything: my own screeching when the children ate all the cookies in three days; the snarling man at the electric company; the knowledge that our power would be turned off because our payments were three months behind.

For in this rose contained was/Hevene and earthe in litel space. Res Miranda.

In the *litel space* between the final breath and the rise of applause, it occurred to me that I had read *Paradise Lost*, had studied Chaucer and medieval civilization and Biblical literature and the history of art. And I understood every one of the allusions in the libretto of the "Ceremony of Carols."

I was rich!

A few days later, an envelope arrived in the mail at my apartment with \$300 in it. I put the money on the kitchen table and stared at it. The heat wouldn't be turned off. We would be warm for Christmas.

The next day, after I paid the electric bill, I took a walk through Stone Mountain village. In the window of my favorite shop glimmered a pair of brass candlesticks. I had just enough left to buy them.

I put them on the table where, the day before, I had stared at the money. I thought of Señorita Herbert's abundant kindness, of her kings with candles on their heads. Finally, her message made sense. With a six-dollar concert ticket and a college education and a pair of brass candlesticks, I was learning the serenity of living inside myself.



THE WEEK AFTER CHRISTMAS, I labored at my desk—typing a story about four children trapped in a blizzard that had

taken their power. Grandma placed her candle in the window. A layer of frost covered the pane, except for a warm, moist circle where the tiny candle flame danced. I finished the story in six days and tore the last of 1982 off the calendar with vigor.

The early weeks of 1983 were a nightmare. My son was assaulted. We had to move again, this time into a house with a sister Return-to-College student, Sally Stevens. Among the things we moved were the beginnings of a novel, an independent study project which had to be completed by June. I broke

down in Dean Marty Kirkland's office. She hugged me with her voice and promised that a better day was coming.

Spring 1983: The magnolias are peeking open, it's graduation time.

My mother and brothers drove from Mississippi and New Orleans to witness my graduation. I was the first in my family to have made it. That morning, while I set out a hasty breakfast, my-brother-the-fireman taught my son to shave. I remember people bumping into each other in the hall, rushing to get out of Sally's house on time. I remember a breeze billowing the last of my lace curtains, flicking at the brass candlesticks that graced the table that day.

They grace it still. Whoever you are, I want you to know that this decade of silence has not been an ungrateful one. I have been busy, among other things, paying it back.

We have our own house now, with a wall of books and lace at the front door. Recently I received the check for my first, soon-to-be published book. The money is earmarked for renovations to my kitchen—nails and pipes and such—but first, I live inside myself. First, something beautiful for my table, to go with the brass candlesticks.

Zanca '83 is a writer for the American Cancer Society, Atlanta, Ga.



My job was to unpack her books, including fragile volumes of Dickens. *This is how I want to live someday*, I thought.

PLUGGING INTO THE FUTURE

Written by Sheryl S. Jackson
Photographed by Phillip Spears

BACKHOES and shovels, loops of wire being dragged through each and every building, the fragrance of dozens of freshly unpacked computers and discarded cardboard boxes, noisy telephones and the unflagging work of computing services staff as they double-checked installations and made adjustments—all added to the hubbub of students' arrival at Agnes Scott this fall and spring semesters.

As Director of Computing Services Tom Maier surveys the scene he says, wryly, "We are succeeding beyond our wildest night-

The new information technology project will link ASC computers across the campus and around the world.



mare." He refers to the project's ambitious timetable: in one year the College will establish a system that would normally require three-to-five years to put in place.

The project, called the Information Technology Enhancement Program [ITEP], will provide a comprehensive computer network throughout the College and will link this community with institutions and libraries and scholars around the world.

When complete, the technology (including upgraded student and staff PC systems, computerized classroom, Macintosh lab, library automation system, new administration system and campus network) will move with ASC into the 21st century.

"Our students are used to working with computers in high schools and they expect the same convenience when they arrive in

our classrooms," President Ruth Schmidt says. "The ability to communicate electronically and collaborate with colleagues at other institutions is also crucial to faculty members as active scholars."

THE IDEA FOR ITEP grew out of Agnes Scott's Strategic Plan, 1990-91. In her follow-up report, *Choosing Our Future*, President Schmidt noted the critical need for technological improvements. During its January 1993 meeting, the ASC Board of Trustees unanimously passed a resolution to provide \$5.1 million dollars for the project.

In addition to these funds, the College received grants, including a \$1 million grant from The Lettie Pate Evans Foundation Inc. and a \$75,000 grant from The Tull Charitable Foundation Inc. of Atlanta.

"Students are used to working with computers in high schools and they expect the same convenience when they arrive in our classrooms."



Both The Coca-Cola Company and the IBM Matching Grant Program provided computer systems to upgrade existing personal computers around campus.

Already underway are computer upgrades, installation of specialized labs and introduction of new software. The project will be complete in September 1994 when the network links all computers on campus and offers access to outside networks.

The most time-consuming aspect involves wiring each building to provide necessary links. It is also costly, says Director of the Physical Plant Elsa Peña—more than \$500,000 to wire the buildings and another \$1.2 million to lay underground cables. To add to the complexity, Peña notes that the work is scheduled to cause minimal disruption to students.

This year's calm has been disrupted by the roar of earth moving equipment (above). Chair of Mathematics Larry Riddle demonstrates equipment to Emily Pender '95 in the new Macintosh Lab in Dana Fine Arts (left).



Because Agnes Scott must compete with many technologically advanced institutions for the same pool of students, ITEP's initial focus has been academics.

Forty-two student computer stations located in the academic computer center and at satellite locations in various buildings, including residence halls, have been upgraded to DEC '486 personal computers capable of running the latest software.

To meet specialized needs of art students, eight Macintosh computers with state-of-the-art graphics and design capabilities have been installed in the Dana Fine Arts Building. These computers are capable of being expanded as new software is released.

The new computerized classroom, The Interactive Learning Center, contains 22 work stations. The classroom name offers a clear sense of the benefits of this technology

and reflects changes in teaching as well.

Math/physics major Elizabeth Cherry '95 describes that center as "wonderful."

"Before, we had only one computer, the image on its monitor was projected on an AV screen—the professor was the one who entered the information. Now," says Cherry, "each student is able to have a one-on-one conversation with the computer and to discover solutions to problems by herself."

"For instance, in my Differential Equations course, we plug in the equations and specifications, then the computer automatically plots the points and draws the graphs. Having these computers not only helps us find new solutions to our math problems but it also breaks the barrier between student and computer. That's important because employers really expect graduates to have a working knowledge of computers."

ACTIVE STUDENT PARTICIPATION is what Chair of the Mathematics Department Larry Riddle enjoys most about the new capability. Before, he was limited to a lecture/demonstration format. Now students are "able to share ideas and solutions with classmates since the computers are networked and information can be projected onto a screen to promote class discussion."

Installing state-of-the-art equipment now will move the College into the future, says Director of Computing Services Tom Maier.



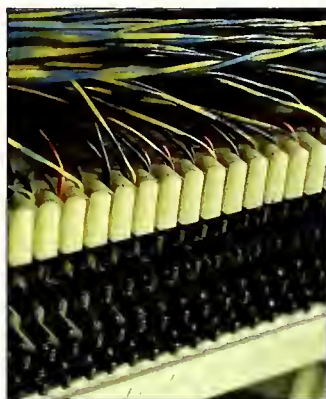
Associate Professor of English Christine Cozzens believes the ease of moving blocks of copy or making other adjustments to manuscripts on the computer should also help her students produce better work. "Word processing," says Cozzens, "makes it much easier to change things you would like to change but might not if it meant re-typing or rewriting an entire page."

AS STUDENTS BENEFIT from the academic application of this technology, so will Agnes Scott faculty members who now have personal computers. Once these are linked to the network, says Maier, it will "not only help faculty with administrative activities—like writing memos and reports and developing tests—but it will improve their ability to advise students as they have convenient and ongoing access to student records, class schedules and grades."

Just as these new technologies facilitate work, Dean of the College Sarah Blanshei, who serves as chair of the oversight committee for ITEP and coordinates the disparate parts of the program, acknowledges that learning to use the technology poses distinct challenges. "Never have we asked any other generation of teachers to learn so much, so fast and to embrace a new way of thinking and doing things," she notes.

Maier agrees. He emphasizes that the project requires close teamwork and he calls the faculty "the driving force" behind the ITEP success. "That is why we're offering workshops, individual training and attendance at national conferences to help faculty members enhance their current skills and develop new uses for technology."

In support of the academic program, ITEP will include library automation. As a first step, the library has reclassified its inventory, moving from an outdated Dewey Decimal to the Library of Congress system. The second step will update the system with an automated check-out /check-in using bar codes and scanners. Then the database will list everything in the College library and that information will be "on-line" so a student may search for the book and discover, immediately, whether it is on the shelf.



"Another benefit," says Maier, "is an improved collection development process. We will have data about the use of books and periodicals. This will enable us to add to our collection more effectively."

OTHER UPGRADES in the administrative computer system include staff computers with access to software developed for specific administrative tasks.

"ITEP means that all staff members' computers will be networked so we will be able to share information and communicate by electronic mail," says Manager of Stewardship Anne Schatz. "We are also converting all of our current development files into a new program, Benefactor, which allows us to expand the amount of information we keep on alumnae and friends."

"This will help us keep more detailed, more current records."

Tying the campus' computers together will be the third phase, called Agnes Scott's Local Area Network (SCOTTLAN), which carries the new telecommunications system, the computer network and the capability for cable television throughout the campus.

Maier notes two primary benefits of installing the cable network at this time. First, new wiring will not only replace the out-of-date telecommunications system but will offer additional features such as Voice Mail for each telephone.

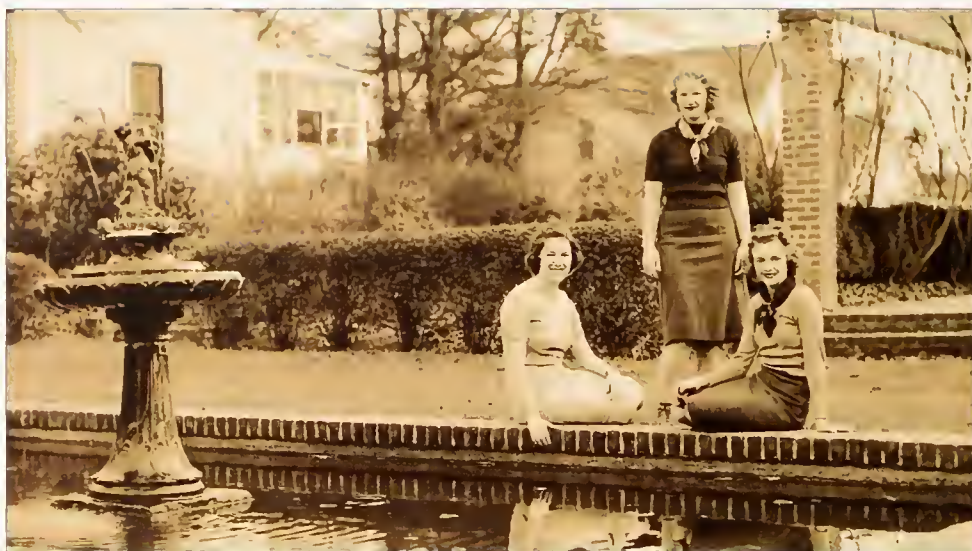
The other benefit involves ASC's participation in INTERNET, a world-wide computer network system accessed through PeachNet, a statewide network operated by University System of Georgia. This network will enable faculty and students to access information from other schools and libraries. Everyone will have an electronic mail address making it easy for Agnes Scott faculty and students to collaborate on projects with other people at other schools.

If Maier jokes a little about the pressures inherent in this project, he fully appreciates its ultimate accomplishment. "Implementation of ITEP at this time makes it possible for us to install state-of-the-art equipment that not only meets today's needs, but also prepares us for the future."

Benefits of the new system range from instant lookup of library books to an E-mail system that connects faculty and students with other schools.

CLASSIC

For ASC's alumnae gardeners, it's proved "the best work."



ALUMNAE GARDEN: AN EASY ROW TO HOE

Toward the little fountain nestled between the hydrangeas marches Bella Wilson Lewis '34 with toilet brush in hand.

She scrubs away the algae that have accumulated since the previous Wednesday when she joined a handful of others to work in the Alumnae Garden. Frances Gilliland Stukes '24, clad in blue jeans, waits patiently, then the two walk over to Evans Dining Hall.

Stukes recalls when there was no Alumnae Garden. During her ASC years, she spent a lot of

time looking down from her Inman window onto Faculty Garden, where faculty women and wives maintained plots. "As to who had the first gleam in her eye about putting a formal garden behind Inman, there's controversy," she says. But by the late 1920s, the alumnae "took the garden away" from the faculty and except for a few years have managed the garden since.

Young Stukes served on the first Alumnae Garden committee with chair Louise Brown Hastings '23 (whose husband's family owned an Atlanta landscaping business). Hastings had both a "knack" and the right connections—she gave hundreds of Hastings' bulbs to ASC.

The lily pond in the garden was part of a gift from the Class of '31. Its landscaping included a pergola of wooden slats and brick pillars planted with rambling roses which tumbled over its archway. Stukes remembers a wedding there. Actually, what she recalls with a laugh, is the bride's long, delicate veil picking up twigs and leaves as it trailed along the Garden path.

In the 1930s, couples seeking a bit of privacy found the garden's kissing corner, where shrubbery formed a high screen around a small bench.

Engagement dunkings in the pond escalated—by the 1960s as a College tradition took firm root in the garden. About that

same time, the College hired a landscape architect to rework the garden. The pergola had rotted and he replaced flower beds with grass and four dogwoods.

The high standards of Frances Stukes, Caroline "Callie" McKinney Clarke '27 and other alumnae were offended, briefly, when the College wrested control of the garden in the 1970s. But by 1974, an alumnae proposal to resume managing the garden was accepted—with misgivings. Wrote James Henderson, vice president for business affairs: "I'm delighted we have people who are interested in shouldering some responsibility, although I have real reservations as to how long this committee will last." By 1991, committee members Nelle Chamlee Howard, Lewis, Stukes and a Winthrop College graduate Louisa Wannamaker, each had 16 years of continuous service. Clarke donated the fountain in the lily pond to honor her mother, Claude Candler McKinney, who "was on the front steps of the Decatur Female Institute as it opened its doors in 1889." Wannamaker's con-

ETCETERA

Beauty amid Moscow's crumbling infrastructure, update on the President search, Mexico outreach, news from several College fronts, and lots of letters

tributions are highly regarded, as well: "She's the best weeder we ever had," notes Lewis.

The wonder of the garden has caught the interest and comments of on-lookers from faculty to Decatur neighbors.

Students who drop by the Alumnae Garden to sun or spend a peaceful moment away from books, sometimes volunteer to work side by side with these gardening experts.

While the Alumnae Garden committee meets infrequently now, Stukes shows up regularly, carrying her basket of garden tools. Her strong, gloved hands pull weeds or plant flowers or coax growth.

Before Alumnae Weekend, Lewis slipped on wet leaves and broke her hip. Now she, Howard and Wannamaker are "retired."

Lewis admits, "Never have I done anything in my whole life that has received so much praise—from the casual garden stroller to faculty, students and parents. It's no wonder we work so hard; it's the best work."

—Caroline Bleke '83 is manager of alumnae programs, Agnes Scott College.

NEW PARIETAL RULES

The Board of Trustees passed new parietal regulations and accompanying guest regulations in its January meeting, responding to students' desire to have a choice concerning individual living arrangements.

Based on a proposal by the Parietals Committee, the Residence Hall Association and the Representative Council, and subsequently modified by the Judicial Committee and the Student Affairs Committee of the Board of Trustees, the new regulations offer three options. The first option is identical to policy stated in the student handbook with male visitors in the residence hall rooms until midnight Sunday through Thursday and until 2 a.m. on Friday and Saturday. The other two options are set hours for male visitors until midnight Sunday through Thursday and all of the weekend beginning

at 2 p.m. on Friday, and 24-hour visitation, seven days a week. All current students have the option to change current living arrangements for the remainder of the 1994 spring semester.

Each upper-class student may choose among the three options during room sign-ups this spring for the fall 1994 semester. First-year students will not have 24-hour visitation.

The Board also adopted a series of rules for all male visitors. Among the rules, males must sign in with the resident assistant and must be escorted. They must use men's restrooms and abide by Agnes Scott residence hall policies.

Associate Dean of Students Mollie Merrick '57 who worked closely with the students as they framed different versions of the policy says Agnes Scott has had set parietal hours for more than a decade. "Parietals have been on the national scene for years now and 24-hour parietals are common across the country—not universal, but common."

While some colleges (like Presbyterian in Clinton, S.C., and Wesleyan in Macon) do not have a 24/7 (24-hours a day, seven days a week) policy, students in a growing number of institutions have pushed for extended residence hall visitation. Terry Sichta, director of housing at Georgia Institute of Technology, notes that for 20 years Tech had limited in-room visitation policy—then about two years ago Tech involved students in a vote on the 24/7 option, by dorm. "I don't know of any Tech dorms that have gone with less than 24 hours," says Sichta. Emory University also offers a 24/7 option each year in a dorm by dorm vote, with most choosing that option.

This past fall Agnes Scott student leaders called for a 24/7 visitation policy. Instead of taking the proposal through established channels to the Board of Trustees, they took the vote to the students, by residence hall. "We knew that every change to rules in the stu-

dent handbook had to be approved by the board," says Residence Hall Association President Jessica Lake '94, "but we felt that we should be the ultimate decision makers in this case." After two-thirds of the residents voted in favor of the change, student leaders indicated that residence halls would no longer uphold the old parietal regulations. Student Government President Missy Mullinax says for her it was an issue of power as much as parietals. "Parietals was something that students could rally behind."

For Dean of Students Gué Hudson, the issue of parietals was heightened by immediate concerns for maintaining trust and a working relationship between administration and students, and also for the College's traditional stance on student self-governance and the honor system. Hudson noted that the honor system is one of the aspects of life at Agnes Scott that she values. She wanted to work to preserve that system, in and outside classrooms.

Hudson, who took an informal survey of private and public institutions,

says that compared to other southern women's colleges, Agnes Scott's parietal policies "started out as more conservative. Recently I have thought we were out of step with student needs and with other colleges, and I think some changes were definitely needed in college policy. But I was very grieved for the students to go around a process that had not failed them."

Although students wanted to be the ultimate decision makers in this case, Hudson noted that as dean of students, she is accountable for what happens in residence halls. She said, "You can't have total power in setting rules unless you have full responsibility."

Even as students have new freedom to choose how they live, the College is urged to take a "more proactive role in providing an opportunity for discussions about values so that all students can carefully work through the life decisions they are making," says Trustee Wardie Martin '59, chair of the Board's student affairs committee which finalized the policy that later was passed by the Board.

Trustees and others at Agnes Scott wonder how the change will affect the College. Students who don't want the pressure of time restrictions on male visitors say they feel more relaxed with the new policy. The student who chooses not to have a male guest may at times welcome the roommate contract—it requires her full consent to her roommate's male guest; the student without a male guest has priority right to the room.

To some alumnae, the change marks the end of an era. "By allowing men access to the dorms at all hours, the women at Agnes Scott risk altering the unique character of the college they attend," laments alumna Caroline Bleke '83. "Male visitation is fine, in moderation. Twenty-four hours, seven days a week—the Univer-

sity of Georgia provides that kind of atmosphere at a fraction of Agnes Scott's tuition." Agrees Katie Pattillo '90, "These students may never know what they are missing in terms of that bond among women."

For this reason, and for reasons of transition from home to college, restrictions on first-year students is probably a good idea, thinks Junior Class President Charmaine Minniefield '95. "First-year students need time to understand how things are done here, the traditions of the College, the honor code. This gives them time." The policy puts responsibility on upper class students, where she believes it belongs. "I don't feel that we come to college to be in a parentally controlled environment. . . . My support of the 24-hour policy is not in any way

HOW ASC RATES

As of June 30, 1993, Agnes Scott's endowment had a market value of more than \$205 million. The College received an "AA-" from Standard and Poor's and an "Aa" rating from Moody's Investor Service. These ratings place ASC among the elite of U.S. higher education institutions in terms of credit rating.

supporting premarital sex—aren't we women enough to tell a man when it's time to leave?"

On many levels, the change in parietals "has been a very difficult issue," admits Director of Alumnae Affairs Lucia Sizemore '65. "Students today view their space not just as a place for sleeping but more like an apartment. It's where they have their stereo and television. It's where they like to spend time and entertain their friends.

"All of us are aware that it's a changing world. Each generation has dealt with difficult questions. For the Class of 1947, it was whether or not students should be allowed to dance with men.

"We as alumnae need to trust that today's students will be as thorough

and thoughtful in their adult decisions as we thought we were in our day."

SUMMER ARTS

The buttressed walls of the Dana Fine Arts Building will be burgeoning with creative energy July 18-24, when 15 artist instructors and their students converge for "Summer Studios at Agnes Scott College."

This expanded arts program (in its second year) will feature 15 weekend workshops in visual arts, music, creative writing, theatre and expressive therapy; and six, week-long studios: monotype, watercolor, creative book structures, ceramic sculpture, paint programs and

digital image processing and photography. The sessions will be presented by Frances Anderson '63, Carol Barton, Amanda Gable, Valerie Gilbert, Roy Grant, Anthony Grooms, Ann Kresge, Carol Lee Lorenzo, Tom Love, Michele McNichols, Kathryn Myers, Mark B. Perry, Karen Robinson, Karen Sullivan and Betty Ann Wylie '63.

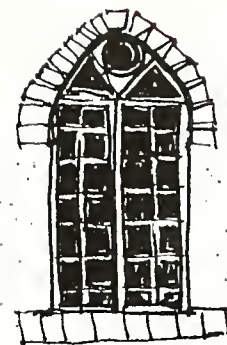
The program offers "serious students a unique opportunity to immerse themselves in the creative process."

Workshop and studio tuition ranges from \$125 to \$300; room and board is \$75-\$195. Some continuing education (CEU) credit courses are included in the offerings. Registration deadline is June 1.

For more information, contact Myrna L. Goldberg, director of special programs, at (404) 371-6184 [after March 12, 638-6184].

MOSCOW SKETCHES

Polluted water pouring out of hotel faucets, technical school hallways

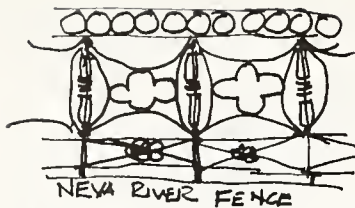


dark for lack of lightbulbs, crumbling city walls and unkempt campuses are among the graphic descriptions—and sketches—that Elsa Peña, director of the physical plant at Agnes Scott, brought back from Russia and Estonia this fall. "We thought Russia would have standards of maintenance close to ours," comments Peña, "but what we found there was evidence of deterioration over a long period of time. We were shocked."

Peña was among 15 maintenance supervisors who visited technical universities, hospitals and clinics, a factory, churches, hotels, an architectural firm, and the offices of the mayors of Tallin and St. Petersburg. They talked with officials on site, then followed up the visits with written evaluations and reports.

Over and over, the group was questioned about the possibility of U.S. investment. "All the





people know is that it will take lots of money to fix things. They see this as a big mountain. It overwhelms them. They don't know where to start."

Russians face difficult choices, including whether to use limited resources to restore architecturally unique buildings or repair public facilities and rebuild crumbling infrastructures.

At one time the gov-

ernment had a large force of workers responsible for making repairs throughout the country, but since the quasi-privatization of property, physical plant maintenance, says Peña, "does not exist."

At a large St. Petersburg hotel, Peña noticed that the elevator only to the third floor. "Three years before, the hotel caught fire. Rather than make repairs, they just closed off the upper floors. It was unbelievable."

COMPUTER CRAZY IN MEXICO

The same year Salinas, a small village in Oaxaca, in southern Mexico, got electricity, ASC Assistant Professor of Sociology/Anthropology Martha Rees introduced computer technology. "They went crazy," says Rees.

That was in 1988. Since then, Rees has been visiting Oaxaca each summer to help where she can and to observe the different co-operative groups who grow food to sell and who purchase food in mass quantities to resell.

In the blazing heat of

July 1993, she returned to her friends in Salinas. "We reviewed spreadsheets from last year, and I taught them about word processing," says Rees, "so they could document their community history and what they are doing in their co-op groups."

This year Rees took three students with her. Ken Sturrock from Georgia State University "tuned-up" the computers for the trip and helped with computers on-site. The Research Experience for Undergraduate students [REU] program which promotes women and minorities to participate in current research made it possible for Meg McDonough '93 and Mimi



ADMINISTRATIVE REVIEW

An administrative review committee has been set up to examine areas of administrative responsibility and coordinate with the academic review, mandated in 1993 by the Board of Trustees, to plan the most efficient and effective administrative support for the College and its evolving academic program.

Both academic and administrative reviews will report regularly to the trustees. Final reports will be given no later than the May 1995 Trustees' meeting.

This new committee will have six administrative staff, the officers of the College, two faculty members, two students and a trustee liaison.

Saunders '93 to work alongside Rees in Salinas and to do research in other villages in the valley. While in Mexico, Rees and students stayed in middle strata urban houses—with dirt floors and no running hot water.

Others who hear about Rees' trips realize the importance of her efforts and are generously providing support. After reading about Rees in December 1992 *Main Events*, Barbara Gerland '43 and her husband decided to donate a computer. Later, after speaking with Rees about her work in Mexico, Carlos Seville of the company Saw Horse donated seven computers.

Rees holds in high regard the people of Salinas. "Ninety-nine percent of the time, they know exactly what they want. They're an inspiration."

—Elizabeth Cherry '95

THE PRESIDENT SEARCH

Agnes Scott has begun a search to fill its president's office which becomes vacant June 30

with the retirement of Ruth A. Schmidt. The first woman president, and the fifth president in the College's 105-year history, Schmidt has held the office since 1982.

Chairing the presidential search committee is Clair McLeod Muller '67, Atlanta City Council representative and a member of Agnes Scott's Board of Trustees.

The committee has held its initial meetings and plans to enlist the services of an executive search consultant by February.

"We want to be as thorough as possible and gather as much information from as many constituencies as possible," notes Muller. "We do not want to rush the process and certainly having an interim president would not be ruled out."

Serving with Muller are trustees Louise Isaacson Bernard '46, JoAnn Sawyer Delafield '58, Frances Bailey Graves '63, Douglas W. Oldenburg, Jesse J. Spikes, W.G. Tittle Jr., Sara Ector Vagliano '63, and Joseph Gladden Jr., chair of the board (ex-officio); faculty members Michael J. Brown, profes-

REPORT FROM SACS

Following the Southern Association of Colleges and Schools (SACS) regular 10-year reaccreditation process, a peer committee submitted its exit report dealing with Agnes Scott College, its faculty, staff, resources and students. The visit on January 26 followed a campus self-study.

The written report of the committee with the recommendations to which the College must respond will be forthcoming. After the exchange of information necessary in the review process, the College will receive word concerning accreditation in a later meeting of the Southern Association.

sor of history; Gail Cabisius, associate professor of classical languages and literatures; and Karen J. Thompson, assistant professor of biology; president-elect of the ASC Alumnae Association Lowrie Alexander Fraser '56; registrar Mary K. Owen Jarboe '68; students Sylvia Martinez '96, sophomore class president; and Charmaine Minniefield '95, junior class president; Lucia H. Sizemore '65, director of alumnae affairs; and Lea Ann Grimes Hudson '76, special assistant to the president (ex-officio).

"The committee not only reflects a desire for full participation by all,

but represents a composite microcosm of the strengths and diversity of our community," said Gladden. "Each member brings a reserve of experience, judgment and perspective to the task, and each will make a significant contribution to a most important undertaking."

According to the Washington, D.C.,-based Women's College Coalition, Agnes Scott is one of five women's institutions (Converse, Randolph-Macon, Stephens and Texas Women's University) currently conducting presidential searches. Locally, Emory University, Georgia Tech and DeKalb

College are also reviewing candidates for their presidents' offices.

Commenting on the number of presidential positions open, Muller said: "I do not think that the current climate will change the way we conduct our search. The average term of a president is now five or six years so there will always be other searches going on.

"This will be a very attractive job because of our quality, our financial strength and our location."

If you have nominations or other suggestions, please send them to Clair McLeod Muller, chair, Presidential Search Committee, ASC, 141 East College Ave., Decatur, GA 30030-3797.

ASC AFFIRMS CONVENIENT WITH SYNOD

A covenant between Agnes Scott College and the Synod of the South Atlantic of the Presbyterian Church (USA) has been formalized by the Board of Trustees of the College.

The Synod should

ratify this covenant at its next meeting in September. The new affiliation will give Agnes Scott greater access to potential students and supporters in Presbyterian churches in the three states which comprise the synod of the South Atlantic: South Carolina, Georgia, and Florida.

Though affiliated with the Presbyterian Church since its founding by Presbyterians in Decatur in 1889, the College has had an unclear relationship with the Church in recent years, given its reunification and the reconfiguration of boundaries.

The text of the covenant is based on a statement approved by the Board in 1989. The additions to the statement deal mostly with the responsibilities of the Synod toward Agnes Scott.

The College will continue its custom of being financially independent, not requesting funds from the Synod. The Board will continue to be a totally independent and self-perpetuating body.

A statement is available to those who request it. Write the College for a copy.

FEEDBACK

❖ Interesting summer issue of *ASC Alumnae Magazine*. Good work you do. Of interest to me, especially: Jane Zanca ["Scratching Out a Mind"] was my "Big Sister" in 1982. But I beg a question: The article by Mary Alma Durrett ["A Matter of Degrees"] and specifically page 29. Why no mention of financial aid in the Bo Ball RTC Scholarship? It's specifically for RTCs.

*Sally Ann Stevens
Portland, OR*

❖ I am completing my Ph.D. in counseling psychology and two of my specialty areas are the homeless and gender/women's concerns. I found the article on homelessness to be written well and with respect for her subjects. I was also very pleased to read about the involvement of ASC with several homeless shelters, etc., in the Atlanta area.

My dissertation topic addresses the main article of education for women from a self-efficiency viewpoint. Specifically I am researching when the change occurs in boys' and girls' self efficiency for specific academic and life tasks such as athletics, close friendships, math, science, etc. I believe there is a major shift for girls to start believing they are not smart and capable in school subjects about the 6 or 7 grades. . . .

I agree wholeheartedly with the premise set forth in the article of working

very hard to keep women's only colleges open and viable.

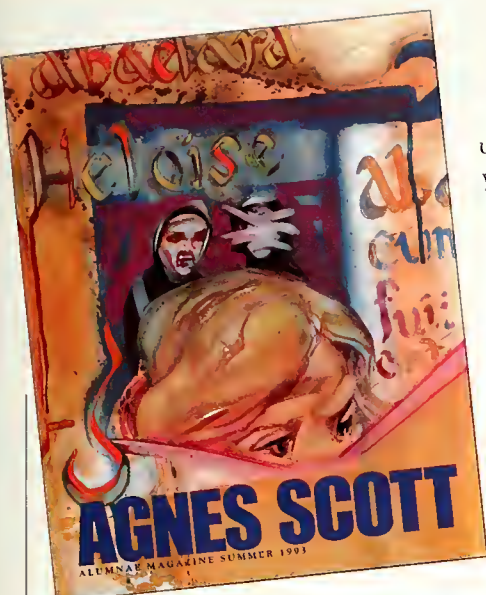
*Laurel Allegra Kramer
'75
Columbia, MO*

❖ In 1836, Wesleyan College was chartered by the Georgia General Assembly as the first college in the world authorized to grant degrees to women. Mount Holyoke, which was founded in 1837, one year after Wesleyan, was a female seminary and only later became a college. Your time line noted the founding of Mills College, Wellesley College, Smith and several others. I am very surprised in all your research you did not come across Wesleyan.

*Kathy A. Bradley
President
Wesleyan College
Alumnae Association
Macon, GA*

EDITORS NOTE: *President Ruth Schmidt notes that we missed Salem College in Winston-Salem N.C., founded in 1772.*

❖ Unfortunately you have missed another milestone in women's educational history! In 1850, the first medical school for women was founded, the Female Medical College of Pennsylvania. The college has been committed to, and involved in, educating women to be physicians, and preparing them to serve as researchers, educators and practitioners in all parts of the world.



undergraduate years. . . .

When the Coral Gables chapter of NOW staged a sit-in in my office at the University of Miami in the spring of 1972, the greatest ally the women had was my Ruth. Fortunately, I

had already appointed a Women's Commission about a year before to examine the status of women on our campus. . . .

Jane Zanca's article reminded me that it was 40 years ago last week that the Regents of the University System of Georgia dispatched me to Milledgeville from Atlanta, where I was Assistant Chancellor, to be president of the Georgia State College for Women and "save it as a women's college."

I was tremendously impressed with the quality of the education there in those distant days and with the enthusiasm of the young women on the campus. Yet I faced tremendous political and financial problems.

We had two large residence halls in the middle of campus completely vacant, and yet the University System institutions in Statesboro and Carrollton were having to turn away students, both men and women, because of lack of space. I once suggested to the chairman of the Board

of Regents, Robert Arnold of Covington, and the Chancellor, Harmon Caldwell, that the College would have to admit men in order to become politically and financially viable. I will never forget Mr. Arnold's retort to that suggestion, which revealed the chauvinist view of the day: "Henry, we must maintain one woman's college in the University System of Georgia, where we can provide culture and refinement for the young women of this state and where they can eat supper on white tablecloths with white napkins!"

I remember observing during my years at old GSCW the advantages that Ms. Zanca's article proclaims for women's colleges.

Forgive me for having dictated such a long letter.

Henry King Stanford
President Emeritus
The University of
Georgia and
University of Miami

❖ It's gratifying to know that my efforts have some value for others, and that the message gets conveyed by other hands. Your article ["Scratching Out a Mind"] was incisive and compelling. Right now I'm working on the companion volume [to *A World Without Women*], *The Masculine Millennium*, about the religions/mythologies informing Western Technology—an equally grim tale, I'm afraid. (*A World*

Without Women is in paperback, published by Oxford University Press.)

David T. Noble
North York
Ontario, Canada

❖ Just arrived—an absolutely stunning issue of the *Agnes Scott Alumnae Magazine*!

Margot Gayle '31
New York, NY

❖ I just finished "A Matter of Degrees" in the [Summer '93] *Alumnae Magazine* and felt compelled to write to tell you how well it captured the spirit of the RTC program as I experienced it. Each RTC has a different story to tell and yet each story carries a common "thirst for learning" theme that I believe binds all of us. I "knew" those students you interviewed even though I attended from 1983-1989 and their names were different then. Thank you for putting our spirit into such eloquent words.

Linda Harris '89
Decatur, GA

❖ Your article on Lucie Barron Eggleston was so good! She happens to be a member of my church, Eastminster Presbyterian. Lucie and a few others went to Africa this summer to help build a hospital. Lots of plain physical work, as well as a spiritual awakening to realize you *can* live one day at a time. . . .

Elizabeth Bynum
Columbia, SC

The Medical College of Pennsylvania [MCP] as it is now called, was the first and is the only extant medical school founded exclusively for the education of women physicians. Now coeducational, MCP first admitted male medical students in 1969 (the last college to go coed).

Deborah S. Starnes
Administrative
Coordinator
Office of Faculty Affairs
MCP
Philadelphia, PA

❖ Heartiest congratulations on the *Agnes Scott Alumnae Magazine* [Summer, 1993]! Jane Zanca's article, "Scratching Out a Mind," was superb.


It is amazing what a mindset we men maintained over the centuries regarding the "appropriate" role for women.

The greatest feminist influence in my life has been my wife, Ruth, who completed two years at Agnes Scott before she transferred over to Emory to supervise my last two

Agnes Scott College
141 E. College Ave.
Decatur, GA 30030

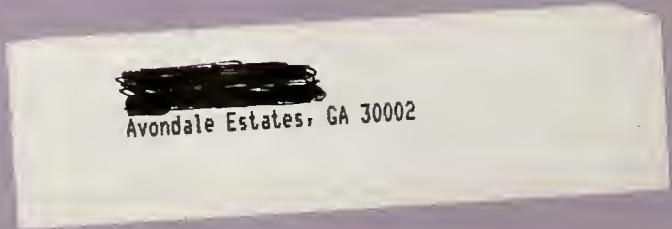
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6-3-8



After March 12, anyone and everyone connected to Agnes Scott College (who wants to be connected to the College) will have three important numbers to remember—6, 3 and 8.

Those numbers comprise the new prefix for ALL telephone numbers to the College. The subsequent four numbers on all lines will remain the same. For example, the alumnae office number before March 12 is 371-6323; the number after March 12 will be 638-6323. The telephone number change is a result of campus-wide networking project that will link all ASC phones and computers (*see story, page 26*).



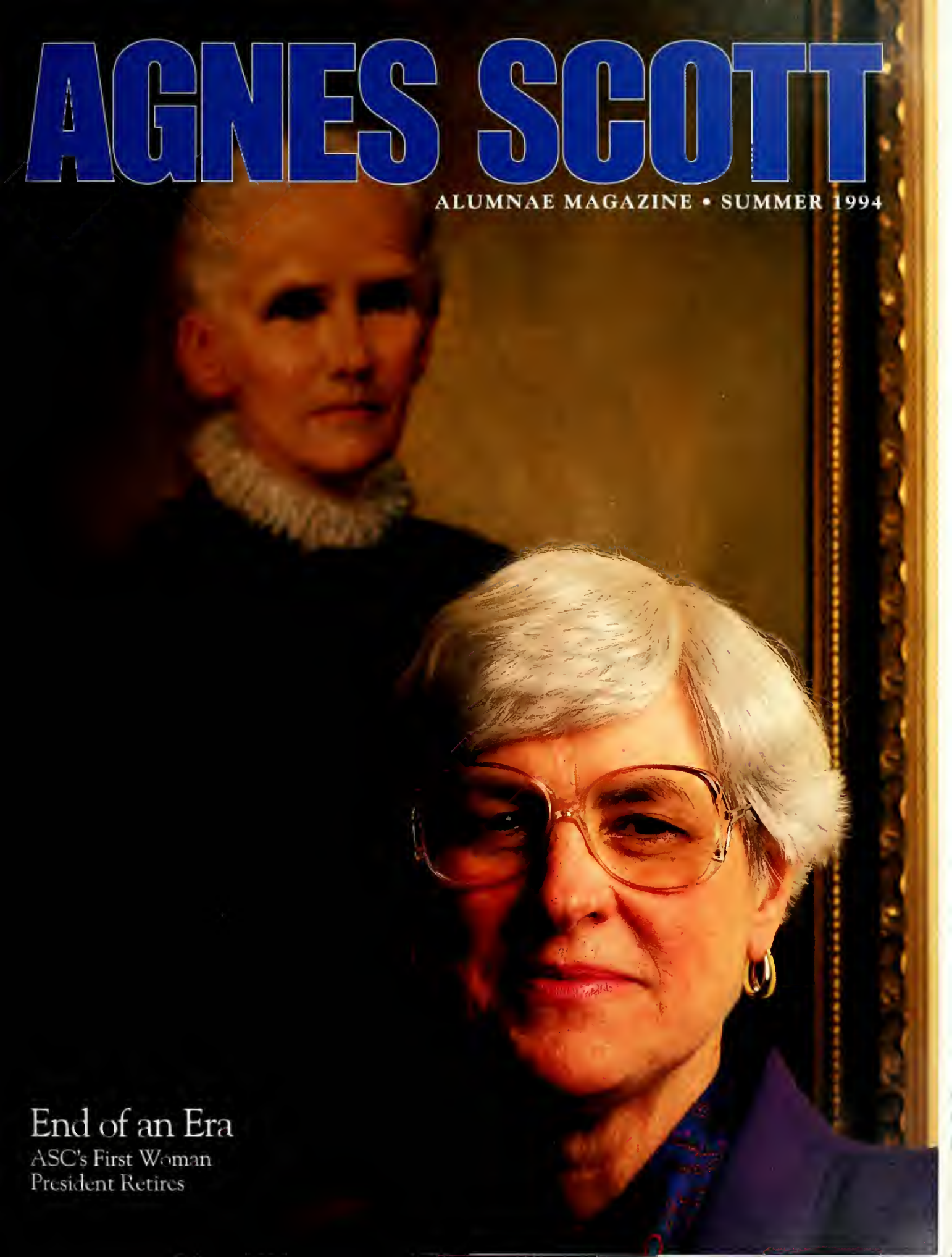
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AGNES SCOTT

ALUMNAE MAGAZINE • SUMMER 1994

End of an Era

ASC's First Woman
President Retires



EDITOR'S NOTE

Decades since Kwai Sing Chang broke ASC's faculty color barrier, the College has learned to view diversity as promise, difference as grace

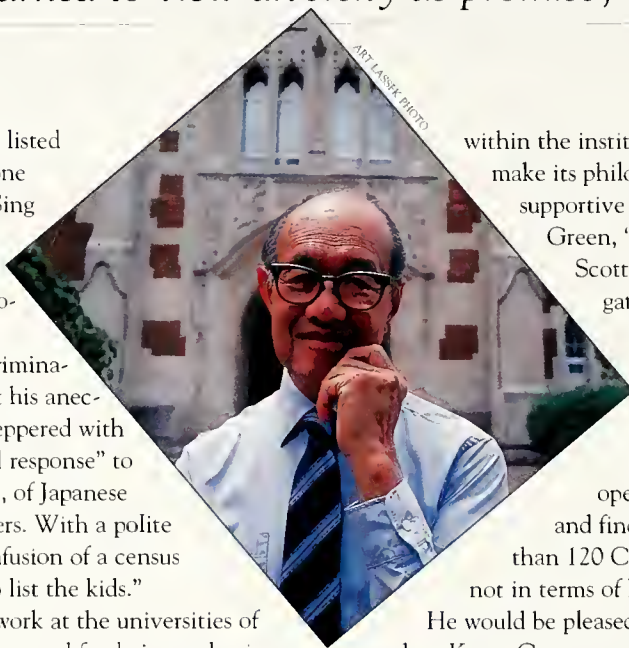
Only three Changs were listed in the Atlanta telephone directory when Kwai Sing Chang, an American of Chinese ancestry, came in 1956 to teach Bible and philosophy at Agnes Scott. He says he experienced isolation, not discrimination in his new hometown. But his anecdotes of those early years are peppered with moments of "that stereotypical response" to himself, his young wife Miyoko, of Japanese ancestry, and their two daughters. With a polite chuckle, he remembers the confusion of a census taker who "didn't know how to list the kids."

Chang had done his Ph.D. work at the universities of Edinburgh and Cambridge and moved freely in academic circles, both overseas and in the United States. He found it no different at Agnes Scott College. "I came when Dr. Wallace Alston was president. Because Alston and I had known each other at Princeton Theological Seminary—we had been roommates for a year—I felt completely at home."

As professor, Chang extended that kind of support and academic freedom to his students at Agnes Scott. Karen Green '86, remembers. Chang encouraged her when she wanted to explore African-American works that he also read and sometimes discussed in class. "When I chose to write a paper comparing Jewish and Black church tradition through music—both spoke about being oppressed—Dr. Chang said, 'This is excellent, Karen. We need to be sharing this with the class.' I was reared in the Black church tradition. Kwai Chang gave me the opportunity to fuse the curriculum with my experience."

In turn Green—who characterized herself as a "38-year-old African-American Return-to-College student who would not be shaken"—reached out often to traditional-age students. During their formative years, these students had few mature female African-American role models on campus. Green empathized that in the midst of trying to discover their own identities, almost by virtue of their presence, these young people "were the model African Americans in the dining hall, on the playing field, in the resident halls, in the student center." Explains Green, "Often, the 18-22-year-olds are not savvy enough to know they are carrying that burden. They just know they are tired and feeling isolated."

Green, a member of the ASC dean of student's staff for nine years, encouraged students to effect change by working



within the institution and she helped the College make its philosophical commitment to diversity supportive on a "day-to-day basis." Says Green, "I planted many seeds at Agnes Scott, but I wasn't going to be around for gathering the harvest."

Today, almost 40 years since a seminary friendship drew Kwai Sing Chang to Agnes Scott, the professor emeritus who broke the faculty color barrier here can open the Atlanta telephone book and find his name listed among more than 120 Changs. He talks about diversity not in terms of harvest but as pockets of progress.

He would be pleased to learn that in 1990 his former student Karen Green went on to advise multicultural student organizations at another college (and will soon enroll in Emory's Candler School of Theology).

Green would be pleased to see evidence of her influence reflected in the first edition of *Nandi*, a newspaper by and for African-American students at ASC. It contains an impressive list of 14 young African-American women who in 1992 held various elected student offices (including president of Honor Court, vice president of Student Government Association, president of the sophomore class and editor of the *Silhouette*).

Breaking ground through friendship—and as mentors, planting seeds—Chang, Alston and Green join a host of others, including retiring President Ruth Schmidt, who have helped shape and enlarge Agnes Scott's circle of diversity.

"Different Values" (see page 14), by staff writer Audrey Arthur, fills in with broad strokes ASC's diversity story that began nearly 30 years before the landmark Supreme Court integration decision, *Brown vs. Board of Education*. A timeline ("Milestones and Steppingstones in Diversity" pages 24-25) also compiled by Arthur, juxtaposes the growth of diversity at Agnes Scott with national policies and events.

As Arthur's report makes clear, we have learned to see ASC—and our nation—more as a mosaic than as a melting pot. Like the mosaic, each piece—each person—is *different*, but each makes a most valuable contribution toward creating the overall image of beauty, grace and promise that is today's—and tomorrow's—Agnes Scott College.

Alceste Pennington

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Postmaster: Send address changes to Office of Development and Public Affairs, Agnes Scott College, Decatur, GA 30030.

The content of the magazine reflects the opinions of the writers and not the viewpoint of the College, its trustees or administration.

LIFESTYLE

From tip-toeing over active volcanoes to walking on coals, from help for the harassed to hope for a new novel, alumnae "sail" along



SOME LIKE IT HOT

Earthwatcher Evelyn Angeletti '69

Parking a well-oiled body, lemonade in hand, under a big beach umbrella constitutes a dream vacation to many. For Evelyn Angeletti, the ideal getaway is perching atop a volcano, camera strapped around her neck.

The Greenville, S.C., attorney has spent four vacations globe-trotting with British scientists on a mission to decipher the warning signs of volcanic eruption. Through an environmental research organization called Earthwatch, Angeletti has ventured to volcanoes in Sicily, Costa Rica and Nicaragua. During these

expeditions she has peered into the deep, bottomless void of a volcano; been within 100 yards of 10- to 20-foot pieces of red-hot tumbling lava; and descended with gas mask to the crater floor of a volcano which housed a boiling, yellow-green acidic lake.

Earthwatch funds the work of several volcanologists and other scientists in fields ranging from archeology to zoology. They are assisted by teams of graduate students plus volunteers,

such as Angeletti, who pay their own way for two-week work stints.

As South Carolina's volunteer field representative, Angeletti recruits potential Earthwatch volunteers, emphasizing that the only requirement for the tax-deductible trips is curiosity. "Agnes Scott graduates are extremely well-prepared to do these things," she says. "A Scott education encourages a lot of curiosity." On her first Earthwatch trip Angeletti helped researchers study bear populations in nearby North Carolina mountains.

Her volunteer work provides an expression for her "adjunct profession of photography, something more than just a hobby," she says. The Decatur, Ga., native frequently has vacationed—solo—photographing volca-

noes in New Zealand, Hawaii and Iceland. Her work has been exhibited in museums and galleries in various states.

Angeletti is currently in private practice, specializing in real estate, business and estate law. Her newfound knowledge of geology has proven useful in representing real estate clients, including the city of Greenville which she represents on solid waste issues.

■ For more information, write: Earthwatch, P.O. Box 403, Watertown, MA 02272, or call (617) 926-2200.

HELPLINE FOR THE HARASSED

Attorney Juliana Winters '72

A SC graduate Juliana Winters has helped the Federal Aviation Administration (FAA) successfully address sexual harassment. As an FAA senior trial attorney, Winters serves as a legal adviser to the organization's Sexual Harassment Helpline and has been cited by its southern region for her work on *The Sexual Harassment*



Helpline's Advisor Handbook.

The 20,000-employee southern region is the first FAA region to institute such a program. With one exception, the 15 cases reported to the Helpline during its first year were resolved without litigation.

"Our program is part of a trend to resolve problems before they get to trial. Our

courts are overburdened. If we can resolve things short of litigation, we're obliged as public servants to do so," says the Gainesville, Ga., native.

Winters has received feedback from non-government employed peers that the Helpline is progressive. "Often, legal departments have trouble convincing

management not to transfer or give a severance package [to a person who has filed a sexual harassment complaint]," she explains.

With the Helpline, a worker who believes he or she has been harassed may telephone the toll-free number and file a complaint with a trained FAA advisor who takes the concern to two

levels of management. Facts about the situation are verified and the employee is contacted within two days after the initial call.

"Sexual harassment is a drain on the workplace. Productivity goes down. Efficiency and effectiveness are lost among workers—even among those who are not the victim. Employees

THE FIRE WITHIN

Adventurous retiree Gwen McKee Bays '38

Walking on hot coals is a quest most folks would gladly forego. Not Gwen McKee Bays. When she took early retirement in 1981, Bays and her husband—both former foreign language professors—determined this new phase of their lives would be "an adventure."

Part of that adventure began when they attended a seminar in Orlando taught by Anthony Robbins, author of best-selling *Awaken the Giant Within*, and a lead trainer in Neurolinguistic Programming (NLP). According to Bays, NLP teaches "attitude is everything" and a successful fire walk illustrates how one can alter one's mental state. "A state of fear, for exam-

ple, can be changed into a state of power."

Bays felt open-minded about participating in the NLP seminar, a gift from her son who is an employee of Robbins. However, when she saw seminar leaders dump a wheelbarrow of hot coals on the ground, Bays recalls wanting to run. Instead she crossed the glowing embers unscathed—being careful

not to look down and constantly repeating the words, "cool down, cool down."

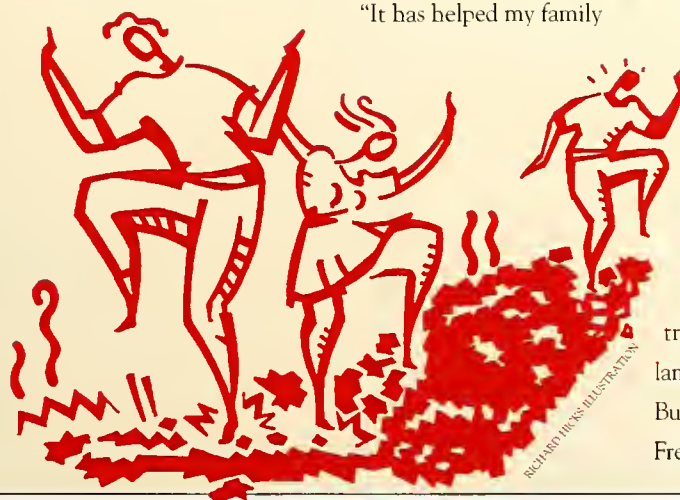
The ASC Greek major still marvels over the experience. "It's flesh touching hot coals that can burn you," she puzzles. "The far-reaching, profound and unseen effect this has had on my life is the lesson that when faced with difficulties you can solve whatever is at hand.

"It has helped my family

enormously in dealing with some difficult problems."

The Bayses call Atlanta home in summer and Hilton Head, S.C., their winter residence. In between those two stays the couple has lived in a Buddhist house in Berkeley, Calif., and spent time at Buddhist meditation centers in Virginia.

Bays meditates faithfully and is devoted to Buddhist teaching. Combining her devotion with her skills as a retired professor of French and German, she has accomplished another feat that she believes rivals the fire walk: translating for a Tibetan lama four volumes of the Buddhist canons from French to English.



are not able to thrive in an intimidating atmosphere."

Winters finds work with the Helpline gratifying.

Her other duties include prosecuting civilians who carry guns beyond the airport checkpoints, airline captains who deviate from assigned flying altitudes, plus violators of no-smoking regulations, and providing counsel on the environmental impact of airport development.

Winters is the past president of the ASC Alumnae Association and a former member of the Board of Trustees. In May 1994, she was honored as an outstanding alumna in recognition of her service to the College.

FAIR TREATMENT FOR ALL

*Press Secretary
Louisa Parker '89*

During a typical work week, Louisa Parker may talk with the producers of "60 Minutes," provide statistics to PBS "MacNeil/Lehrer Newshour," pitch a story idea to the producers of "The Brokaw Report," fax demographic charts to *The Washington Post*, talk with a reporter at a Seattle paper and be interviewed on a radio talk show.

The interviews, the faxed

information, the leads all pertain to what has become an American "crisis": each year 300,000 to 500,000 illegal immigrants make their

home in the United States. As press secretary for the Federation for American Immigration Reform (FAIR), Parker explains that

these numbers are in addition to the 900,000 legal immigrants. These annual population surges, according to FAIR, affect numerous

A NOVEL MODEL

Author Robyn Perry '84

Scotties soon may find themselves between the covers of Robyn Perry's first novel, *Leo's Electric*. The author admits her first attempt at the great American novel has much in common with her alma mater.

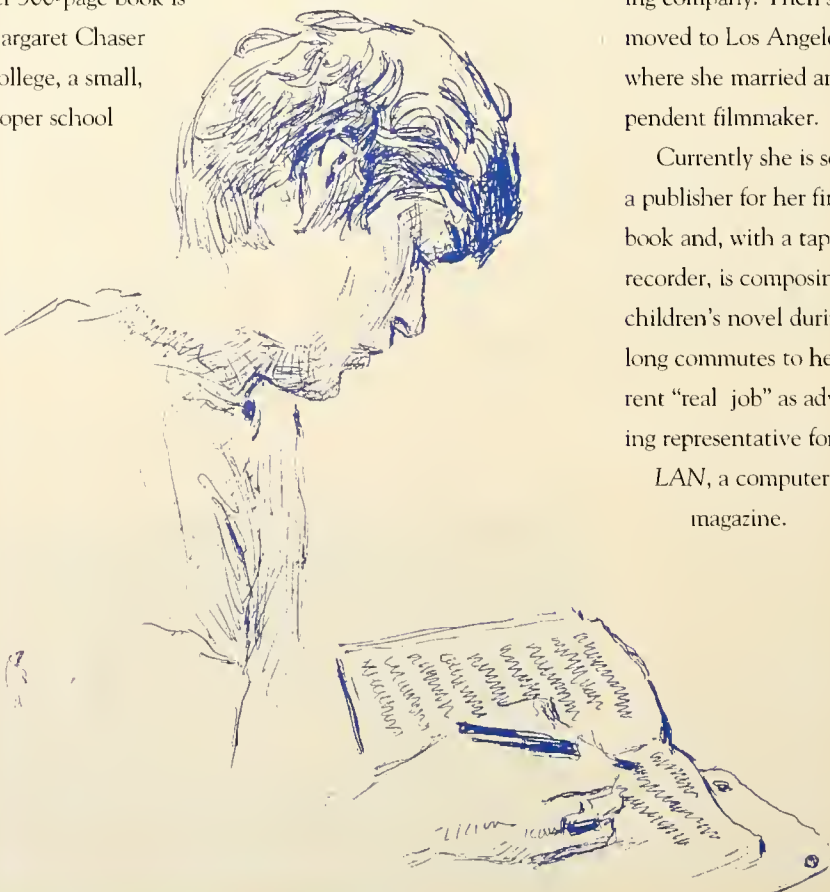
The fictitious setting for her 300-page book is Margaret Chaser College, a small, proper school

for women in Atlanta. Agnes Scott graduates may also recognize a favorite Ponce de Leon Avenue hangout, the Majestic. After "breaking out of the gates" of Margaret Chaser College, the young protagonist of the book, Maura, eventually becomes entan-

gled with a man who owns a Majestic-like restaurant called Leo's Electric.

Perry is a native of small town Bartlesville, Okla. After graduation from Agnes Scott she earned a master's in writing from New York University and worked for a publishing company. Then she moved to Los Angeles, where she married an independent filmmaker.

Currently she is seeking a publisher for her first book and, with a tape recorder, is composing a children's novel during long commutes to her current "real job" as advertising representative for LAN, a computer magazine.



aspects of American life, from health-care and natural resources to education and employment.

The ASC graduate is responsible for conveying the message behind the Washington, D.C.-based, nonprofit, member organization's goal: to stop illegal immigration and hold annual legal immigration to the national historic average of 300,000, which she says would not add significantly to U.S. population growth.

Parker keeps a watchful eye on current events and calls reporters to tie those events to issues of immigration. During the current health-care debate, the ASC classical studies and history major called reporters' attention to the dilemma of providing universal coverage to a population that, according to current immigration figures, is ever-expanding. When the World Trade Center was bombed, Parker led "60 Minutes" to a story on political asylum.

The Gainesville, Ga., native trains and critiques FAIR colleagues for television and radio interviews so they make their points clearly and succinctly.

She also edits reports and publications as a part of FAIR's mission to educate U.S. citizens.



ON THE WINGS OF A DREAM

Anne Christensen
Pollitzer '61

In September 1992, Anne Christensen Pollitzer, husband Rick and their youngest son set sail in their 42-foot sailboat Egret.

The first month, the Egret sailed calmly from Miami to Key West.

But the adventures began in late November as they entered the open sea, headed for Mexico. Amid an ink-dark night, the wind hurled 10-foot waves—soon Anne was battling sea sickness and the anxiety of sailing with a broken rudder. At midnight the Egret narrowly missed a tanker. By dawn the Pollitzers reached the boat of friends who had radioed ahead for a rescue boat. The next night the Pollitzers again navigated against a

strong Yucatan current. But by the time they crossed the Isla Mujeres reef they were gaily singing tunes of Jimmy Buffett.

The next six weeks the Pollitzers docked the Egret off a small, remote island near Cancun, ferrying to Yucatan where they studied local history, enjoyed Mayan dance, music and art and toured ancient ruins.

Nine subsequent days found the family sailing the rugged coast of Belize and finally anchoring inside the Belizean reef for a month. That, says Anne, was the idyllic life. Bathing in blazing red sunsets. Donning backpacks and Reeboks for rugged climbs. Enjoying the serendipity of a rousing serenade by a small Mexican Navy crew who upon routinely inspecting their boat had discovered the Pollitzers' son's guitar.

The southernmost point of their sea travel was Guatemala. The Egret wove

through a coral reef where they scuba-dived, swam with exotic fish and cut one salt-water bath short due to a visit by bull-nosed sharks.

A 300-page log of that 10-month journey accounts the trip of their dreams—and a welcome antidote to the world of work. For 20 years, Anne had directed the Montessori school in Beaufort., S. C. Rick is a retired pilot with Eastern Airlines.

At Agnes Scott, Anne was a math major who later joined the Peace Corps, using her second degree (in education from Emory University) to teach high school in Nepal and assist officials in redesigning the country's science curriculum.

Currently she's working with the board of directors with the Montessori school (that she founded), assisting with its capital campaign and substitute teaching. She's also redecorating her home on St. Helena Island, southeast of Beaufort.

But she admits, several months after their return home, she and her husband were still not adjusted to "inside" living.

They wonder, "when are we going again?"

—Leisa Hammett-Goad
is a freelance writer in
Nashville, Tenn.

THE END OF AN ERA

By Celeste Pennington
with Tish McCutchen '73 and Carolyn Wynens

After 12 years as the first woman president of ASC, Ruth Schmidt is retiring. She leaves a legacy of financial solvency, educational exploration and "a forever better institution."

AFTER THE RECENT "Hats Off to Ruth" retirement celebration honoring Agnes Scott President Ruth Schmidt, she told alumnae gathered in Presser Hall that on more than one occasion she had been introduced as Agnes Scott. Laughter rippled through the audience. "I'm certain," said Schmidt, "that this never happened to my predecessors."

As the first woman to serve as chief executive officer of Agnes Scott, Ruth Schmidt holds a unique place in the history of an institution named for a woman and founded for the education of women. Betty Scott Noble '44, trustee and descendant of College founder George Washington Scott, thinks Scott would have valued both the personal commitment and force of character Ruth Schmidt has brought to the task.

"George Washington Scott believed not only in education for women, but in equal education for women. That was a revolutionary idea," says Noble's daughter Betty '71—an idea articulated now 100 years later, in the life and work of Schmidt. Like the founders, she has acted on the belief that a Christian world view provides a sound intellectual framework for investigation of all fields of knowledge. The younger Noble reflects a moment. "You have to factor in that Col. Scott lived in a paternalistic society. But when it comes to Agnes Scott College having this woman president, I think he would have been pleased, very pleased. Ruth is such a strong person. She has been a strong leader. For 12 years she has provided an ever-present model for what this College advocates."

RUTH SCHMIDT HAS BEEN an advocate for women's education. "In my view, Ruth has been one of the leading advocates for women's colleges and women's education dur-

ing the last two decades," states Secretary of Yale University Linda Lorimer. "She has had a profound influence on the national scene as a catalyst: for too long women's colleges had seen each other as competitors rather than as complementary forces at work. Ruth not only talked about collegiality, she was exemplary."

As former president of Randolph Macon Woman's College, Lorimer worked with Schmidt on the Women's College Coalition. From 1986 to 1988, Schmidt served as WCC chair. She shared counsel with members and helped them think more ambitiously about ways to translate the benefits of women's colleges to the nation.

"Ruth has long understood the importance of gender issues in education," notes Marcia Sharp, a former WCC director of 14 years. "While provost at Wheaton College [in Massachusetts], Ruth worked on ways to create gender-neutral curriculum. She helped women's colleges focus on this issue and deal with it collaboratively. She was prescient if you consider all the attention being paid to gender issues in education today."

Schmidt's concern for balanced curriculum was reflected in the 1981 article in *The Chronicle of Higher Education*: "If liberal arts really have to do with human life," Schmidt noted, "and you haven't looked at half the human race, you don't know very much about the human race."

Her concern for equal education for women is evident in curriculum development and focus at Agnes Scott, and in those early skirmishes over matters such as gender-inclusive language. "We had a great debate in some corners about titles," recalls Mary Alvera "Bertie" Bond '53, administrative assistant to the president, "as we determined whether people would be called chairmen, chairpersons or chairs."

Bond, who has served as administrative



assistant to three ASC presidents, says Schmidt's contribution has "broadened our horizons in a lot of ways."

During Schmidt's administration, the College has developed a number of new programs including:

- ✓ an interdisciplinary Women's Studies minor
- ✓ a Master of Arts in Teaching (MAT) Secondary English with emphases on writing and gender-equity in the classroom
- ✓ a post-baccalaureate, one-year, pre-medical and allied health program
- ✓ a Global Awareness program designed to provide virtually every student an opportunity for cross-cultural study in less traveled parts of the world
- ✓ a formal student/faculty exchange program with sister Presbyterian-founded women's institution, Kinjo Gakuin University in Nagoya, Japan
- ✓ a Scott Free Year-5 program allowing ASC graduates to take a full load of courses, tuition free, the year immediately following graduation.

Schmidt has been instrumental in the College's move from NAIA (National Athletic Intercollegiate Association) to NCAA [National Collegiate Athletic Association] Division III membership, a step which enables Agnes Scott athletes to com-

pete with women from similar institutions (where the primary emphasis is on academics and no athletic scholarships are awarded), universities like Emory and Washington & Lee.

She has also encouraged the expansion of the Return-to-College program for women beyond traditional college age.

These all work together for empowering women, offering opportunities for students to step outside the pockets of a sexist society during a crucial time in their lives and pursue their educations.

SINCE RUTH SCHMIDT ARRIVED at Agnes Scott in the early '80s, an unstable economy has drained higher education in general and women's colleges in particular. During that time, nearly 30 women's colleges have either closed their doors or become coed institutions. Wheaton College where Schmidt served as provost, is now coed. "Wheaton should have downsized a little and stayed all female," Schmidt has said. "It isn't the same there any more."

And Agnes Scott? "Certainly we'll be the last to go, if they all go," she has insisted.

With that in view, Schmidt has led the College through difficult economic times with a strategic plan, strong fund raising and a string of tough decisions that have actually put the 105-year-old College on better financial

Ruth Schmidt has worked to ensure students have a "gender-neutral" curriculum. As the first woman to lead Agnes Scott College, Schmidt has "broadened our horizons in a lot of ways," says administrative assistant Bertie Bond '53.

“Wherever you walk on campus, you can see exactly what Ruth has done. She took a campus that had begun to deteriorate and made it into one of the most beautiful small colleges in the United States.”

footing than she found it.

A high point was the Centennial Campaign (1987-1990) which resulted in donations and bequests of more than \$36 million.

Under her administration, the College has consistently operated within budget—and the endowment has grown from \$35.5 million in 1982 to more than \$200 million today.

During this same time, Schmidt has overseen a \$23 million physical improvement project (renovating eight buildings, constructing two), bringing better spaces for teaching, athletics, residential life and worship.

The renovation has dramatically enhanced both the face of the institution and its infrastructure, from the re-wiring of the venerable dorms (one of her most important contributions according to Dean Hudson: “I no longer have to worry about whether I’ll get a call in the middle of the night that a dorm is on fire”) to the creation of the Robert W. Woodruff Physical Activities Building and the Gellerstedt Track and Field complex.

“Wherever you walk on campus, you can see exactly what Ruth has done for Agnes Scott,” says trustee Dorothy Holloran “Dot” Addison ’43. “She took a campus that we had let begin to deteriorate and she made it into one of the most beautiful small college campuses in the United States.”

Bond, who has served as administrative

assistant to Wallace Alston, Marvin Perry and now Ruth Schmidt, would agree. “We look better now than I’ve ever known us, and I’ve known us for a long time.”

BOND MAKES AT LEAST one other comparison among the three presidents: home entertaining. For the Alstons and the Perrys it was often a family affair, with wives managing the details. “When Ruth has to be in a meeting until a quarter to six and she has a meal scheduled for 6:15. . . .” Bond pauses. “Sometimes she’s running up the stairs, changing clothes, while I am at the front door greeting her guests.”

Bond and Carolyn Wynens, ASC manager of community relations and special events, and Elmira Pierce, custodian I, have worked out a system for entertaining 30-40 for baccalaureate or the alumnae board or trustees. “Usually these groups are large enough that it has to be buffet,” says Bond. “Afterward they’re invited to a performance in the College Events Series or a play.”

During Schmidt’s administration, mutually beneficial relationships have been developed on a larger scale, between the College and various Decatur and Atlanta groups and projects. For instance, Agnes Scott students have the opportunity to tutor youngsters in nearby public schools. The Atlanta Virtuosi and Theatre Gael use ASC performance space in exchange



for working with ASC classes.

These encounters have raised the ASC profile and strengthened relationships between "town and gown." Decatur Mayor Elizabeth Wilson appreciates how the College is reaching into the community—and her association with Schmidt. "As a resident and as mayor, I am delighted that Ruth plans to continue to live in Decatur. I am sure I can find a half dozen things for her to do in the first year. She will be hearing from me."

ON THE WALL OF HER OFFICE, Betty Scott Noble has a quote from retired faculty member Margaret Pepperdene describing an Agnes Scott woman: "She is tough, but extremely cordial and courteous . . . She is not a Southern belle. If her integrity is challenged or if she is treated like a fool, she'll call your bluff. She's tough inside." That picture emerges when Noble and other alumnae, friends and peers describe the one who has served as ASC's first woman president.

Bringing up the hard questions is characteristic of Schmidt, according to President of Brenau University John Burd. At professional meetings on statewide and national levels, "She asks about state budgets, how they are spent, how the money can best serve the most students. She values education. She is a committed Christian. It is very clear that her personal value system permeates her whole life."

Observes trustee Anne Jones, "When she came here, as she approached difficult decisions, she put Agnes Scott first. Not herself. She saw what needed to be done and did it."

Candid advice is what Ofelia Garcia, former president of the Atlanta College of Art and now President of Rosemont College, expects from Schmidt who served on ACA's board. "If I am torn about an issue regarding the institution, I know I can pick up the phone and call Ruth. She will commiserate with me. But she will also give me an answer. Some people have some embarrassment about acting on principle. She is a person who believes something to be right or to be wrong. Absolute integrity is the word that comes to mind when I think about Ruth. There is no duplicity. Actions and words match."

Brenau president Burd believes that the second woman president of Agnes Scott College will find a smoother path because of the work done by Ruth Schmidt. "She did the groundbreaking. She had to show a woman can handle this. The path that she paved is not a yellow brick road. But it is a solid, red brick road that will forever make Agnes Scott a better institution."



After the Rodney King verdict inspired race riots in Los Angeles and Atlanta, Schmidt joined the ASC community in a prayer vigil.

BELOW: Among Schmidt's most notable achievements is construction of the Gellerstedt Track and Field complex, completed in 1988. The stress on athletics was part of the president's emphasis on a well-rounded education.



MARK MANNING / BLOOMBERG VIA GETTY IMAGES

THE BEGINNING OF AN ERA

By Tish McCutchen '73
Photography by Laura Sikes

"Universities must strive to maintain both the appearance and the reality of high standards and intellectual freedom.

"It is idle to expect that faculty members will never fight in public and say outrageous things or to hope that the media will regularly report these quarrels with judicious restraint. The only feasible defense is to have university leaders strong enough to make it clear that academic standards and intellectual freedom will be preserved despite the battles that periodically erupt on their campuses."

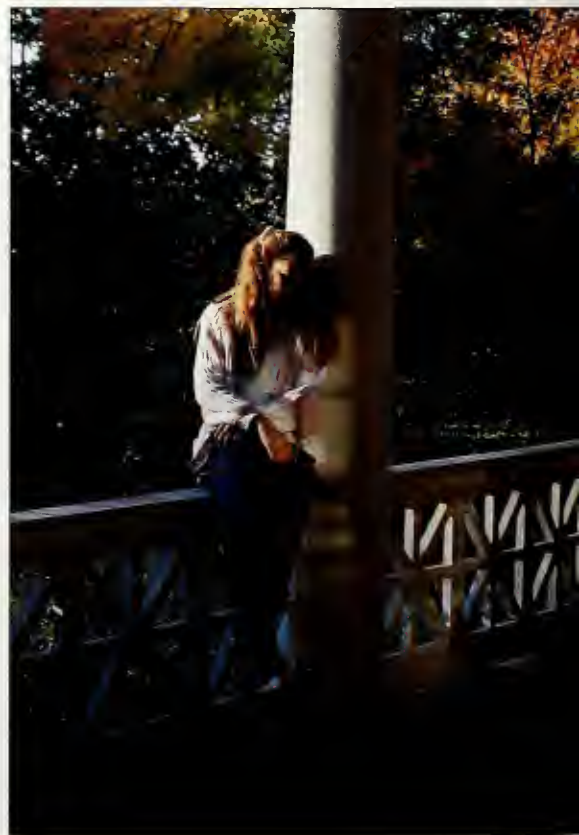
—Derek Bok, former president of Harvard University, in his final annual report, 1991

In a time of transition, Agnes Scott has an opportunity to re-examine "every square inch of the way we do things."

FOR AGNES SCOTT COLLEGE, looking toward the future after a period marked by faculty turmoil, student malaise and economic challenge, and punctuated by the retirement this June of President Ruth Schmidt, the knowledge that "we are not alone" is reassuring. Former Harvard President Bok's words are confirmation that institutions (and presidents) across the country are struggling with comparable problems. But more important, his words reaffirm the goal set out in Agnes Scott College's mission statement:

"Agnes Scott College insists upon the highest standards of excellence in its faculty, staff and students, and provides a broad curriculum designed to develop all aspects of compassionate, inquiring persons. Its rich liberal arts curriculum seeks to enable women better to understand themselves and the world in which they live, and to integrate what they know into a humane perspective."

For Agnes Scott and comparable institutions, preserving academic standards and intellectual freedom is still paramount despite severe pressures, external and internal.



External Pressures

THE EBB AND FLOW within national and global economies affect colleges and universities—directly and indirectly. Direct results of general economic belt-tightening are obvious: increased need for financial aid to students, fewer philanthropic sources of funding, increased operational expenses. Indirect results may not be so readily apparent. For example, as more students graduate and enter the workplace, a college degree is no longer a guarantee of a good job and salary. More and more students find themselves forced by economic reality to work in environments far removed from their field of study (although this has not been an issue with liberal arts students). The apparent lack of quick connection between one's college studies and the "real world" is one of the factors leading to a loss of public confidence in higher education today. As Lois B. de Fleur, president of the State University of New York at Binghamton, wrote in the winter 1992 *Educational Record*: "We read each day of this country's growing loss of confidence in higher education. Internationally, the United States is losing its competitive edge, while at home, the social and economic situations in our cities have reached crisis proportions. People are asking,

'Where is the return on our investment in higher education?' 'Why haven't universities led the way with new and compelling initiatives?'"

Colleges have always been a mirror for society, and today is no exception. The proliferation of society's economic problems is reflected on college campuses. University of Oregon president Myles Brand refers in the fall 1993 *Educational Record* to "the changing social values, personal problems and community issues students bring to campus." He adds: "Especially troublesome is the increased intolerance of difference. Bias against those who do not share one's ethnic, social or cultural predisposition or sexual orientation too often amounts to additional baggage a student carries to campus."

This greater diversity is more evident on campus than ever before. Generally, this is partly societal for this generation. For instance, the fastest-growing college-age group in the United States is Hispanic, and within a few years, the majority among high school graduates will be non-white students.

Next year, for the first time in years, demographics indicate that the number of potential high school and non-traditional-age college students will increase from the previous year.

More than ever before, the campus reflects society, both in racial composition and in age of students.

Campus Strengths and Challenges

IN ADDITION TO THE ECONOMIC and societal pressures shared with other institutions, Agnes Scott is preparing for a new president and a new era.

Schmidt inherited a deficit budget her first year at Agnes Scott; although her predecessor had begun renovation, the physical plant was generally in disrepair. She leaves behind an institution that is entirely renovated and on strong footing, financially. The next president will inherit a college with many strengths that have been undergirded during the 12 years of Schmidt's presidency (for more details, see "The End of an Era," page 6).

Agnes Scott's endowment is healthy, with a market value of more than \$205 million as of June 1993, reports Vice President for Business

ASC's increasingly diverse student body offers a learning experience in itself. The opportunity for interaction with others different from oneself helps students more effectively make the transition from campus life to "the real world."





In ASC's tranquil setting, turmoil would be unexpected. But after the year-ago events, many on campus encourage a season of bridge-building.

and Finance Bill Gailey. "When Standard & Poor's and Moody's looked at us for credit ratings, they were aware of all that was going on campus, and we received ratings of 'Aa' [from Moody's] and 'AA-' [from Standard & Poor's]. That puts us in the elite group of higher education institutions," he says.

Schmidt has also invested in programs that have set the course for Global Awareness, community diversity and matters of faith with the establishment of a full-time chaplaincy and a covenant between the College and the South Atlantic Synod of the Presbyterian Church, (USA).

The College has a new master's program and several innovative academic programs, including a tuition-free year for students who would like to enroll in courses immediately after graduation as well as a one-year post-graduate pre-medical and allied health studies programs.

In terms of its larger community, Agnes Scott has developed mutually beneficial partnerships with several Decatur and Atlanta organizations. The new president will also be positioned to take advantage of public opinion more favorably disposed toward women's college education.

At the same time, the College has been dealing with a strained relationship between the president and the faculty that came to a head in the Spring of 1993 when Schmidt vetoed a faculty committee's recommendation for tenure for an assistant professor. The faculty response was to vote no confidence in Schmidt. The Board of Trustees affirmed the president and called for a full review of the academic program.

The turmoil last spring produced hurt in a community torn by different sides of the issue. While some are still resentful of Schmidt's tenure decision and other decisions through the years, others are encouraging bridge-building among Agnes Scott's various constituencies—students, faculty, administration, alumnae and trustees.

"Our institutional psyche was skewed by the events last spring," says Dean of Students Gué Hudson, class of '68. "There is a lot of anxiety about the transition, which is normal. There is grieving over President Schmidt's leaving and over the change. But I think people are beginning to have the energy to think about change. We're ready to move forward. We're beginning to look toward the future."

Linda Hubert '62, chair of the English department, urges building on the positive attitudes that exist throughout the Agnes

Scott community. "There is a lot of good will here," she says. "It just needs to be nourished. Faculty energy needs to be directed toward teaching and exciting students. That's what we do that's distinctive; we invest in our students. That kind of tremendous investment is what has made Agnes Scott different."

The best way for faculty to do what they do best is currently under consideration by the Academic Review Committee. Between November 1993 and May 1995, this group of six faculty members, three students and three administrators will be looking at every aspect of the academic program. (A similarly composed committee will be performing an administrative review concurrently.) The academic review committee's commission from the board of trustees is to "re-examine the elements of the academic program, taking into account its available existing resources; the need for an identifiable and distinctive theme for the program; the need to enhance strengths and reduce or eliminate weaknesses; and the preservation of its character as a liberal arts college for women."

Dean of the College Sarah Blanshei says that such a review is overdue.

"We are struggling with issues here that were being dealt with 20 or 30 years ago elsewhere," she says. Students want to be heard. "For example, student evaluations of faculty—that's a controversial issue here; we don't have them. But 85 percent of institutions do have student evaluations, and many of them had them 20 years ago."

The suggestion of both the Southern Association of Colleges and Schools (SACS) accreditation committee and the Board of Trustees that Agnes Scott ought to look at "doing less, and doing it better"—fewer majors, and more focus on the programs the College can present most strongly—is unnecessarily threatening to faculty, according to Dean Blanshei. "Through recapturing our quality, we'll be able to find our market niche," she believes. "It doesn't necessarily mean down-sizing, but that's what students and faculty hear."

"We get criticized for running the College on a business model, but we have to. We must be in compliance with federal, state and regional requirements. There's much more accountability now than ever before." And accountability for a college goes beyond accreditation committees or government agencies. The College must be accountable to its "consumers"—the parents and students who pay the ever-rising tuition bills. As the

Chronicle of Higher Education reported in February 1993, "Educational philosophy can no longer be discussed without our thinking of economics."

Bonnie Johnson '70, now executive director of development and assistant dean of Emory University School of Medicine, was Agnes Scott's vice president of development for five years. She compares the fight over curriculum depth and breadth to another problem facing all of America: health-care reform.

"We in America have come to believe that choice is an inalienable right," she says. "But in a no-growth era financially, and in an era of proliferation of different ideas about what our choices should be, it's just not feasible.

"Just as we may not always be able to choose our own doctor, we can't always justify having all the possible choices available in a college curriculum."

Linda Hubert sees the problem from a historical perspective. "That was in an era of single-sex education, when there was recognition that quality education was found at single-sex institutions. Harvard and Yale were not available to women. For Agnes Scott, it was a question of picking among the students who applied."

Now, she says, Agnes Scott College suffers from a self-esteem problem.

She cautions against too much introspection, and against placing students, faculty and staff in "contrived" situations in order to try to force a sense of community. "Ideas come naturally in the course of academic life—that's part of the meal on which we thrive. If we can stop staring at our navels and start staring more into the faces of our students, then we'll do better. We have overdosed on introspection."

One solution she proposes is to spend the money necessary to create programs that will attract students, and that raises questions of the budget which will continue as a point of contention for various constituencies as the College moves into the next century. Only with continued careful stewardship of the endowment can Agnes Scott hold her own, cautions vice president Bill Gailey.

Schmidt has indisputably been a good steward of Agnes Scott's financial assets. That talent fits the profile of many college and university presidents who took office in the 1980s, according to the *Chronicle of Higher Education*, which suggests that more than a few of the presidents who are resigning, retiring or being replaced now were hired for their fund-raising skills. Today's college presidents may have a greater need to communicate well

on campus than to do so away from campus, says Don Hood, a psychology professor at Columbia University. "To make deep cuts in the expense base of a university, you need knowledge of the inner workings of the place, the confidence of the people and the courage to go out and make decisions before you reach a consensus," he says.

The Next President

FINDING OUT what kind of person should be Agnes Scott's next president will be a "great opportunity for us," says Clair Muller '68, chair of the presidential search committee. "Times have changed, and we need to be changing also," she says. "We need to be looking at every single square inch of the way we do things.

"This is going to be very much a 'we' process. We're not just filling the seat of the president. We are redefining ourselves."

Before the formal search begins, a series of focus groups, including all constituencies of the College, are being conducted on campus and across the country by Academic Search Consultation Service, and academic consulting firm that will assist the committee in its efforts. "Before we start looking for a president, we've got to decide what we want to be," says Muller.

Whoever becomes Agnes Scott's sixth president will share a daunting set of challenges with college and university counterparts across the country.

Severe financial constraints, curricular battles and increased demands for accountability threaten a college's stability—these problems demand a long-term commitment although the average term of a college or university president is only from five to seven years. It will be interesting to see if Agnes Scott will be like other colleges or follow the tradition its of presidents serving until retirement. The high level of visibility that goes with the job can place the officeholder at the mercy of public opinion. The challenges run deep.

As the College nears the 21st century, it looks for a president with the vision to lead it onward; the wisdom to look backward from time to time, in order to keep the College's bearings; and the strength to be able to deal with today's problems today.

During Schmidt's tenure, the College has strengthened its emphasis on science. Recently, ASC developed a one-year post-graduate pre-medical and an allied health studies program.

As part of the presidential search, ASC is redefining and refining itself. "We've got to decide what kind of a college we want to be."





A MIRROR OF CAMPUS DIFFERENCES: MALIKAH BERRY '94 (TOP AND CLOCKWISE) PINKY BALAIS '94, CINDY ACEVES '96 AND PAM PEEL '95.

DIFFERENT VALUES

By Audrey Arthur

THE MORE DIVERSE the constituency, the more difficult it is to satisfy everyone," believes Miriam Drucker, ASC professor emerita of psychology. "The more people you have, the more they want their needs met. What pleases one is what another is opposed to."

An original co-chair of Agnes Scott's President's Committee on Community Diversity, Drucker taught at the College for more than 35 years. In that time the campus came to grips with integration, then civil rights and then moved on toward cultural diversity.

"When I came to Agnes Scott the interest was in whether there would be integration," Drucker recalls. "I think most of the administration and faculty (Wallace Alston, president, and C. Benton Kline, dean of faculty) were delighted to discover that there was nothing by charter to prevent Agnes Scott from integrating. We didn't need to undo anything."

The impetus for Black/White integration at Agnes Scott, as well as at other colleges and universities, can be traced to the Supreme Court *Brown vs. Board of Education* decision that discrimination in schools would not be tolerated. That was 40 years ago.

The focus, initially, was on the classroom with questions about which schools would close or remain open and how to implement busing and how to handle federal funding for schools. For the most part these issues pertained to Blacks and Whites. Today the challenge is more complex as teachers face multi-cultural, multi-lingual classrooms and as institutions deal with issues of religious diversity, racially—and ethnically—inclusive curriculum, the hiring and retention of culturally diverse administrative and teaching staffs and

the legalities of it all. Now integration involves African Americans, Whites, Hispanics, Asians, Pacific Islanders, Native Americans, Indians. . . .

THE '50S AND '60S WERE PIVOTAL for America as African Americans demonstrated with frequent lunch-counter sit-ins and marches to secure equal rights. Agnes Scott faced its first decision related to that movement when in 1961 a young African-American woman applied for admission and was denied, according to an official statement, due to an "incomplete application." Following its annual meeting in February 1962, the Board issued another statement: "Applicants deemed best qualified . . . will be admitted without regard to their race, color or creed."

In 1965, Gay Johnson McDougall became the first African American admitted to Agnes Scott. She soon tired of students coming into her room, "telling how well they treated their Negro maids at home," McDougall recently told the *Washington Post*. "The times when people thought they were being nice were really, you know, just emphasizing how separate and apart our realities were." After two years, McDougall transferred to Bennington College in Vermont. She holds degrees from there and Yale Law School and currently serves as the only American member of the Independent Electoral Commission, an international group that will oversee the democratic reconstruction of South Africa.

A high school classmate of McDougall, Edna Lowe Swift '71, became the second African-American woman to enroll at Agnes Scott—her daughter Shanika '94 graduated from Agnes Scott this spring.

With measured words, Swift recalls her

At Agnes Scott College, an appreciation for diversity has been a tradition that is rapidly becoming a way of life.

four years at the College, beginning in 1967. "I think a few of the professors were a bit out of touch with African Americans. I can recall a few comments in class that didn't seem to demonstrate compassion or concern for African Americans. But I just took it in stride."

Swift was the first African American to graduate from Agnes Scott, a fact, she says, that "wasn't played up. It wasn't a big deal." She compares her experience to that of her daughter who arrived at a time when the College has actively sought diversity among its students. "Shanika was able to participate



JOSEPHINE BRADLEY
INSTRUCTOR OF SOCIOLOGY

"We must therefore create a climate within our community that goes beyond simply acknowledging our differences and learn from one another."

THE BITTER AND THE SWEET

In the early days of integration, schools "for everyone" were mostly for the courageous

UNLIKE THE LITTLE ROCK NINE who first integrated an Arkansas high school in 1957, Josephine Bradley did not have a support system of peers when she enrolled as the only African American in Greensboro, N.C., High.

Years later she gained no national attention as the first African American to graduate from an integrated high school in North Carolina.

What she did receive were the sweet and bitter fruits of integration—from the power of courage to the trauma of discrimination.

"If I had to do it over again, I'd take another Black student with me. I never had the pleasure of looking around and seeing someone like me," says Bradley, an instructor of sociology at Agnes Scott since 1992. "It was very lonely."

Rather than experiencing first-day-of-school excitement, Bradley remembers her introduction to Greensboro High as a time overshadowed by protest and anger. "There was no physical violence from those gathered, but I could feel the hatred and there was a lot of verbal protest." To her surprise, students, rather than their parents, reacted. Some dropped eggs on her head as she made her way into the school. Later, students harassed her as she ate in the cafeteria.

But Bradley recalls three students—Jenny, Monica and Julie—bold enough to step outside that gathering tide of hatred. They would walk to class and eat lunch with her. "Doing what they did, I think, instilled in them a sense of sisterhood and Christianity," she says. "Rather than just talking about it, they lived it out. The centeredness that Christ gives allowed them to do what they did and feel good about it."

The experience reinforced Bradley's own spirit of "patience, tolerance and inner strength. Even though there were people who were kind, I still had to rely on what I

took with me. I had to sharpen my survival skills."

Her historical journey began after the 1954 Supreme Court ruling on desegregation, *Brown vs. The Board of Education*. As public school systems across the country began to integrate, Bradley's mother, father and maternal grandfather decided to transfer her from the all-Black Dudley High School to the all-White Greensboro. "The quality of the education at Dudley was good, but my parents felt I should not have had to ride 10 miles to go to school. Then too, my grandfather felt that school should be for everyone."

Evaluating efforts to break through the status quo of "separate but equal," Bradley says, "Integration has had limited success. Even within fully integrated schools, students tend to group with those like themselves. But I can say it has afforded African Americans the opportunity to come to places like Agnes Scott. So, educationally and economically, integration has been beneficial."

From Greensboro she went on to become one of two African-American students at Clark University in Worcester, Mass.; she earned a bachelor's degree from North Carolina Central University and later a master's from Michigan State University. In December, she expects to complete her doctorate at the Institute of Liberal Arts at Emory University, concentrating on American and African-American studies.

Bradley's career, first as a counselor in government work and then as a teacher, has given her opportunities to move among culturally diverse people. This, along with her personal struggle for integration, affords her a perspective that other people can only speculate about—and a riveting message of tolerance.

—Audrey Arthur

in more things than I did. She ran cross country and worked on the yearbook, sang in Joyful Noise and was a member of Witkaze (African-American student group). She felt more a part of the campus than I did."

More than a decade earlier, in 1956, the faculty color barrier was broken by Kwai Sing Chang. An assistant professor of Bible and philosophy of Chinese ancestry, Chang joined the faculty under the presidency of Alston with whom he had roomed at Princeton University. He immediately felt at home. "I was completely accepted on campus," recalls Chang. "The only problems I encountered were in non-academic settings." For instance when he and his wife went to Sears to buy pots and pans, the salesperson asked if Chang were employed in a restaurant. It was a stereotypical response. "All in all it was a happy experience at Agnes Scott," says Chang who retired after 30 years of teaching at the College.

With a steadily increasing minority population, in the 1970s and 1980s, many U.S. academic institutions, including Agnes Scott, began looking to minorities as crucial to future enrollment.

"The motivation for me [in terms of cultural diversity] is educational, but if we want the institution to grow we need to find out where and who the students will be," comments President Ruth Schmidt.

At an ASC convocation in 1991, Schmidt noted the College's commitment: "Diversity is desirable and essential to a rich and stimulating intellectual community, but it does take more effort on everyone's part to learn to live with and appreciate the contribution of persons and groups quite different from one's own. We must therefore create a climate within our community that goes beyond simply acknowledging our differences and learn from one another," she stated. "We must create an environment in which individual students, faculty and staff feel welcome, appreciated and understood for who and what they are."

UNDER SCHMIDT'S GUIDANCE, several programs have developed, both to help build understanding and to cope with situations encountered in culturally diverse college communities. One of the first was the President's Committee on Community Diversity. It took shape soon after Gué Hudson '68, dean of students, and Jenifer Cooper '86, director of admission, attended a diversity seminar at Swarthmore College in

1985. They felt Agnes Scott needed to actively address diversity issues.

"The conference was an eye opener," recalls Hudson. "It made us ask 'Are we meeting the needs of our African-American students?' It made us realize we didn't have an ongoing sensitivity training for faculty and staff. We were just not talking about the differences between being African American, Hispanic, Asian American, etc."

"The Committee on Community Diversity was designed to be inclusive because we have all types of people on campus," explains Schmidt. Reflecting the character of the College, the committee set out to make recommendations and to lay the groundwork for non-confrontive means to deal with issues surrounding diversity. Since its inception in 1986, the committee has passed a resolution concerning the need for faculty to hire more African-American members. It has brought influential, racially diverse speakers to campus. The committee has also sponsored workshops including Racism Free Zone (RFZ) and the National Coalition Building Institute (NCBI).

The goal of RFZ, a non-profit organization based in Baltimore, is to encourage individuals and groups to "take the responsibility to eliminate racism," says RFZ founder and executive director Bahati Ansari who helped organize the first chapter at Agnes Scott. Under the wing of RFZ, in 1991 a diverse group of students, faculty and staff banded together to deal with racial tensions on campus. That fall during a convocation, RFZ members stepped forward to declare the Agnes Scott campus a "racism free zone" and almost 400 members of the community joined them by signing an RFZ statement (see page 20). Although that effort gained good support, later evaluations of RFZ effectiveness have been mixed.

A more recent (and some believe the most successful) effort is NCBI. The organization addresses discrimination related to visible differences like race, class, gender, age and physical handicaps as well less visible differences like sexual orientation and religion. The NCBI premise is that all have experienced some form of discrimination.

Associate Professor of Biology John Pilger is a founding member of Agnes Scott's chapter of NCBI. He has trained several of Agnes Scott's staff, faculty and students in facilitation tech-



HEATHER A. GOOGE '97 (left)
AMANDA LOCKHART '97

"Each race or group doesn't face just one type of racism, but several different kinds. All people have stories to tell."



AYANNA WHITFIELD '95

“Over the past decade, Agnes Scott has been opening up all kinds of new perspectives that reflect the changing interests and needs of our society.”

niques and the philosophy of NCBI. “Each race or group doesn’t face just one type of racism, but several different kinds. All people have stories to tell.” During NCBI workshops, participants move in and out of groups and subgroups to explore and confront the discrimination in their own and others’ lives. A Catholic male feels isolated on the campus of a Presbyterian-related college for women. A young African-American student vents anger at race/gender bias she encounters in a class led by a white male—and she laments the color-difference discrimination she finds off-campus among peers in her own racial group. Explains Pilger, “By understanding these many facets of our own diversity and by understanding how we hurt people, we can begin to learn to build bridges. The NCBI philosophy is to be pro-active, rather than reactive.”

Pilger says that NCBI recognizes both individual racism and institutional racism. Rather than attack either, he says that NCBI tries to bring a sense of wholeness and healing to the individual, so eventually “we can bring healing to the institution.” Being involved in NCBI has heightened Pilger’s awareness of diversity at Agnes Scott and it has “opened up communication. People miss the opportunity for friendships of all kinds because of barriers.”

WHILE THE FIRST African American was admitted to Agnes Scott in the 1960s, other minorities—Asian, Cuban, Portuguese—had attended the College as early as the 1920s. Philrey Kim Choi from Korea became the first Asian student to earn a degree at the College in 1926. But for decades, diversity here and in institutions around the country, was on a small scale. However, the idea for greater diversity was on the minds of many including Priscilla Offen '73 who wrote an editorial in the student newspaper, *The Profile*: “I feel that Scott must take the initiative; we must seek after these students. If minority students will not come to us, then we must go to them. We must encourage these students even more than others who apply.”

By 1978 Agnes Scott’s minority student population consisted of 12 African Americans, four Asian Americans, 10 Hispanic and 25 international students.

By 1988 these numbers had increased to 36 African Americans, eight Asian Americans, two Native Americans, 11 Hispanics and 17 internationals.

In 1992 the College’s total undergraduate student enrollment was 605 with 75.6 percent

White; 17.6 percent minorities and 5.3 percent internationals (457 Whites; 77 African Americans; 11 Asian American/Pacific Islanders; 17 Hispanics; 32 internationals; two Native Americans and nine, race unspecified).

Generally, those percentages compare well against other small private colleges in the South and across the country. Shorter College in Rome, Ga., for instance, has a total enrollment of 773 students with an 11 percent minority. Southwestern College in Winfield, Kan., has 747 students with 14



PINKY BALAIS '94

percent minority.

Observes Dean of the College Sarah Blanshei, "We have a higher percentage of minority students than other colleges our size because we've evidenced a strong commitment to diversity in the last 10 to 12 years with our faculty hiring and our curriculum." In 1982 only 19 courses in the College's curriculum concentrated on diverse cultures. In 1993 students could choose from 56 courses that included Latin American and Caribbean Civilizations and Culture, African Diaspora, Native Peoples of the Americas, Asian World

to Modern Times and the Psychology of Cross-Cultural Contact.

"Over the past decade we have been opening up all kinds of new perspectives that reflect the changing interests and needs of our society, with study and with international experiences in Latin America, Japan and Africa," says Blanshei.

Another evidence of the College's commitment to diversity is its work to increase the Hispanic presence. In 1991 a \$163,000 Knight Foundation challenge grant was awarded, requiring that the College provide



TWINS KEISHA AND KREISHA SHROPSHIRE '96



LAURA SPICZKA '96



KARINA HERNANDEZ
ASSISTANT DIRECTOR
ADMISSION

“Higher education has to cease being a European-American paradigm in terms of policies and programs. These need to be re-oriented.”

matching funds. The grant is a three-year, three-fold project (recruitment, retention and special programs for cultural awareness/training). With money from this grant, each year Karina Hernandez, assistant director of admission, travels five weeks to states with large concentrations of Hispanics to recruit students. At the onset, the goal was to enroll 15 Hispanic students per year. However, for 1992-93, the College admitted seven. “The College did not realize how hard it is to recruit 15,” says Hernandez. “It’s difficult partly because Hispanic families like their sons and daughters to stay close to home.” Some also have the misconception that education in a small, private colleges is unaffordable. To help retain those Hispanic women who enroll—and to aid in the transition to college—the office of the dean of students has established a mentor program involving professionals from Atlanta’s Hispanic community.

RETAINING MINORITIES is paramount to maintaining a culturally diverse environment, says Darlene York, visiting assistant professor at Agnes Scott. York, a White American, has studied cross-cultural conflict, culture shock and methods to train people who work with members of different cultures.

She notes that although a number of minorities attend predominantly European-American colleges, graduation rates among these groups are often low. A report released in March by the American Council on Education indicated that 56 percent White students obtained bachelor’s degrees, compared with 32 percent of the African Americans, 41 percent Hispanics and 30 percent Native Americans. However, Asian Americans outstripped all groups with 63 percent graduates.

To increase retention of minority students, York suggests, “Higher education has to cease

being a European-American paradigm in terms of policies and programs. These need to be re-oriented. Study what makes historically Black colleges tick because African-American students are graduating from these schools. We also need to look at ways racism occurs through student/faculty interactions and peer/peer interactions.

Racism Free Zone^(TM) Declaration, 1991

We believe the racism that exists in our society also exists on our campus and is hurting everyone here. In order to establish a safe and trusting environment that recognizes the worth of all individuals and the value of their differences we will:

- ❖ Recognize that no one who is privileged by our society is free from racism.
- ❖ No longer remain silent or tolerate racist remarks or actions in ourselves or in others. In taking responsibility for them we will reach past blame and guilt toward dialogue.
- ❖ No longer be threatened by confrontation. We will be receptive to others when they help us recognize the pain we cause them and the injustice we condone.
- ❖ Strive to create an atmosphere conducive to the advancement and fulfillment of all people on this campus.
- ❖ Establish a Racism Free Zone of trust and goodwill to stop the abuse of power that is the heart of racism.

“One of the things my colleagues fail to do is take the time to examine cultural differences. Because a person who is in the minority comes on our ‘turf,’ we assume she is willing to become desensitized/deculturized. True, as a part of college you grow and change; but that does not include complete cultural distancing,” says York.

Another concern for administrators today is hiring and retaining minority faculty. The minority faculty at Agnes Scott stands at nine: two Africans, two African Americans, one Asian and four Hispanics. In 1992 there were four minority members. Ten years ago there were two.

Harry Wistrand, an associate professor of

biology at ASC for more than 20 years, concedes the faculty was partially responsible for these low numbers. “We were dragging our heels in hiring minority faculty. There was a gulf on campus—few middle managers were Black and with the lack of Black faculty, the dean and the president put pressure on the faculty to diversify.”

In response, in May 1988, the faculty passed a resolution: We, the Faculty of Agnes Scott College, recognize the importance of having a diverse faculty in an academic environment. . . . The addition of minority faculty members, particularly Black faculty members, will not only foster that appreciation but will also aid in recruiting and retaining minority students. We believe, therefore, that we must dedicate ourselves to exploring every opportunity to recruit faculty from all minority groups, especially Blacks.

Wistrand adds, "I don't think we were afraid to hire—we were afraid to fire. If they [minority faculty] didn't work out, there was a fear of backlash. My attitude has been that you don't hire the most qualified, but rather you hire a qualified person who fills the role—who fits the niche."

Assistant Professor of Chemistry Vincent Anigbogu, a native of Nigeria, has been in a number of academic settings where he was the only minority faculty. Through one-on-one relationships, he tries to promote understanding and to diminish stereotypes. "No one can

see the whole picture," he says. "But with cultural diversity you can see the world through the lens of another culture and that can only be beneficial."

And he admits, "The willingness to be culturally diverse is an individual journey. It doesn't come immediately for all."

AS CULTURAL DIVERSITY increases on campuses, often tensions escalate. According to a Justice Department report, in the last five years racial incidents on college campuses have increased 50 percent. At Georgia State University in 1992, African-American students protested against racially derogatory messages scrawled on a campus garbage can. Last year at the University of California at Los Angeles, Hispanic students erupted both in riots and peaceful protests after the administration decided not to turn the Chicano-studies program into a full-fledged department. Last February at Claremont College in California, 100 African-American students forced the closing of administrative offices to demand the college hire more minority faculty members.

Gladys Brown, director of human relations at University of Maryland at College Park (UMCP) has studied the causes and results of such conflicts. She believes the problems are exacerbated by tough economic times and the dramatic shift in the ethnic make-up of student populations. "We also find more complaints involve things professors say in the classroom which are not illegal, but stupid. Our solution is to say to faculty this is an academic institution and you are smart and educated. Act on what you know but keep an open mind that this is a life-long process of learning."

Brown coordinates a task force, sponsored by the Anti-Defamation League and UMCP, which put together a conference "Bigotry 202: Developing a Pro-Active Campus Approach," providing college administrators with resources, expertise and ideas for policy to help their institutions deal with difficult issues surrounding diversity and bigotry.

Agnes Scott has not been immune to race-related differences. As violence broke out in the streets of Los Angeles and in Atlanta over the initial Rodney King decision (not to convict the L.A. policemen who beat King), racial tensions also erupted here with students writing racial epithets on a sheet posted on the bulletin board in the Alston student center. In the fall of 1991, Black and White students alike protested—with posters and mes-

Some believe increasing racial tensions on campuses are exacerbated by tough economic times and the dramatic shift in the ethnic make-up of student populations.



PRIYA SIVANESAN '97

sages scrawled on sidewalks—the administrative withdrawal of African-American senior Tara Somerville. In a formal statement to the community, the College indicated that the action was not racially motivated but taken to safeguard the community against threats made by Somerville. The case is still in litigation.

“Problems on college campuses are a sign of the times,” says Victor Wilson, Agnes Scott’s first African-American assistant dean of students. “It used to be ‘un-chic’ to say anything racist. Now, it’s getting to the point that people like David Duke are looked up to.” Since coming to Agnes Scott in 1992 Wilson has worked on several cultural diversity projects including the introduction of a multi-cultural component to Orientation Weekend for first-year students. The component touches on stereotypes of various cultures and poses questions about how students deal with discrimination. After the multi-cultural workshop last August, responses from students in the Class of ’97 included:

“I feel fortunate to be in an ethnically diverse school.”

“The problem with being politically correct is that it keeps a person from learning about controversial subjects.”

“Is calling people ‘Black,’ insulting to them now?”

“Everyone I meet has things to teach me.”

IRONICALLY IT MAY SEEM, tensions arise in institutions officially seeking cultural diversity when policy denies minority students the option of being separate. Supporters of the Harambee House at Brown University (a residence hall set aside for African Americans) say it promotes cultural awareness and identity. Its detractors call it separatism.

That debate could occur daily in dining halls at almost any college or university—Asians tend to sit with Asians, African Americans with African Americans, Whites with Whites.

According to a study from the University of Michigan, students from every ethnic sector are less likely to mingle with those of other ethnic groups when their own group represents a significant percentage of the population. Nearly 69 percent of Asian-American and 78 percent Mexican-American students dined with someone of a different ethnic group, compared with 55 percent of African-American students and only 21 percent White students. Says Bing Wei of China, ASC instructor of physical education, “We simply feel more comfortable with those

speaking our own language.” Yet Pinky Balais ’94, who is Filipino and Spanish, counters, “I don’t like it. I’m tired of letters in The Profile about the lack of cultural diversity. The problem is obvious—students haven’t changed their consciousness on this campus. They talk about it, they preach about it, but don’t actually do it. The dining hall is a prime example.”

As Miriam Drucker would point out, in issues of diversity, what pleases one is often opposed by another.

For Kahm Tang ’96, issues of cultural



ELIZABETH CHERRY '95

As retired professor Miriam Drucker points out, in issues of diversity, what pleases one is often opposed by another.



OSJHA ANDERSON '96 AND CLAIRE LAYE '94 SINGING “LOLLYTOODUM”

diversity at Agnes Scott should have gotten beyond Black and White. Priya Sivanesan '97, a native of Madras, India, expresses surprise that "people at Agnes Scott are so accepting of different views and ideas. Maybe they don't share the same beliefs as I do, but they accept me." Malikah Berry '94, founder of Nandi, the African-American student newspaper, says she was deeply disturbed by what happened to Tara Sommerville. "I'd sum up Agnes Scott's efforts at cultural diversity as bittersweet. It's been a hard road."

Dean Hudson, who works day in and day out with students, and has struggled with com-

plicated relationships growing out of a small and an increasingly complex population, says, frankly, "If I had to grade Agnes Scott compared to of other colleges and universities I would give us a strong C+, because we are talking about diversity. There is no college or university that would honestly rate itself an A. We all have to improve our grade. We at Agnes Scott are doing that with NCBI techniques and Racism Free Zone."

What it boils down to, she believes, is that "we need to listen to each other respectfully. We need to learn from the oppression we have all experienced and we need to learn to trust."

THE WAY OF NONVIOLENCE

Two generations of Bashirs are committed to "help people learn to get along."

TOGETHER, LAYLI MILLER BASHIR '93 and her mother have volunteered at the Martin Luther King Jr. Center for Nonviolent Social Change: Bashir, a facilitator, has trained others to understand and use King's methods of nonviolent conflict resolution. Her mother is a representative for Coretta Scott King and a consultant to the Center's multi-cultural education projects.

At workshops and seminars for college students at the King Center, Bashir has taught King's six principles of nonviolence:

- nonviolence is a way of life for courageous people;
- nonviolence seeks to win friendship and understanding;
- nonviolence seeks to defeat injustice and not people;
- nonviolence holds that suffering can educate and transform;
- nonviolence chooses love, not hate;
- nonviolence believes that the universe is on the side of justice.

During the workshops Bashir has noticed a marked difference between the reactions of her own and her mother's peers as they confronted issues surrounding diversity. "My mother's generation was involved in the civil rights movement. They had a vision and they were fighting for that. My generation thinks it's tried integration and the process is too painful. We are backing off and going back to our own groups where we are comfortable."

Bashir, however, has not backed off.

While a student at Agnes Scott, she was a vocal advocate for racial harmony.

Charmaine Minniefield '95 recalls an incident during an intercollegiate non-violence seminar (held shortly before the trial of Los Angeles police officers charged with the beating of Rodney King), that illustrates Bashir's assurance. "A lot of students arrived at the seminar with preconceived notions of nonviolence, that it basically was not working. The conference provided an opportunity for them to vent their frustrations. Layli was leading a seminar and she got a lot of negative feedback because she was white and the students felt she could not relate. But Layli never backed down. She kept presenting the message of nonviolence and told of her personal experiences. She was a woman giving her testimony and no one could dispute that."

To help open campus avenues for instigating change, she participated on the President's Committee on Community Diversity, in CHIMO, an organization for international students, and she served as a trainer on the National Coalition Building Institute (NCBI). "I think in many ways Agnes Scott tried sincerely to promote cultural diversity. But the College could perhaps focus more on everybody's needs to address this issue and not just point fingers. I think NCBI is a wonderful step toward this. It does not focus the blame of prejudice on anyone, and that elevates the discussion to solution."

Now at American University, Bashir is working on a master's in international relations and a juris doctor in international law. Armed with both degrees, Bashir hopes to "help people to get along." —Audrey Arthur



TRACI CORUM DUNN
FIFTH YEAR STUDENT
WITH SON GREGORY, 2 DAYS

"My mother's generation was involved in civil rights. They had a vision. My generation thinks it's tried integration and the process is too painful. We are backing off and going back to our own groups."

MILESTONES (AND STEPPING)

26 Philrey Kim Choi, first Asian Agnes Scott College (ASC) graduate.



56 ASC hires first minority faculty member, Kwai Sing Chung, assistant professor of Bible and philosophy.



63 About 200,000 gather in Washington, D.C., to support African-American demands for equal rights. Martin Luther King Jr. shares his dream: "I have a dream that my four

67 Thurgood Marshall named first African-American U.S. Supreme Court Justice.

68 Assassins kill Martin Luther King Jr. and Robert F. Kennedy.

31 ASC's YWCA chapter sponsors forum to discuss race issues with Spelman/Morehouse students.

33 Three ASC students attend Southern Student-Faculty Conference in Atlanta marking "first time white and colored students have planned and conducted such a meeting for the consideration of mutual problems of both local and international importance." 1/11/33 Agnostic.

57 Nine African-American students integrate all-white high school in Little Rock, Arkansas

ASC students donate part of the Junior Jaunt proceeds to National Scholarship Fund for Negro Students.

little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. . . one day right there in Alabama, little black boys and little black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers."



71 Elma Louise Swift is first African-American graduate of ASC.

26 31 33 41 42 52 53 54 56 57 61 62 64 65 66 67

42 US confines Japanese-Americans on Pacific Coast to internment camps during WW II.

52 Passage of the U.S. Immigration and Naturalization Act removes last racial and ethnic barriers to immigration.

53 Student Chor '54 Jee Goh Chow of Singapore chairs ASC World Affairs Committee.

54 Brown vs. Board of Education prohibits segregation of public schools.

61 First African-American student applies to ASC. Acceptance denied due to "incomplete application."

ASC faculty (97 percent) signs statement urging public schools to remain open despite the Georgia governor's threat to close schools if U.S. government forces desegregation—426 ASC students issue similar statement.

41 ASC enrolls Trina Lopez Perez '44 of Cuba.



62 University of Mississippi enrolls first African-American student, James Meredith.

ASC Board of Trustees issue statement that student applicant considerations will be based on academic qualifications without regard to race.

64 ASC Christian Association declares: "It is our conviction that as Christian students we are compelled to encourage and to work for understanding and acceptance of individuals of all races." 11/2/64 Profile.

Omnibus Civil Rights bill bans discrimination in voting, jobs and public accommodations.

66 Three "special students" arrive at ASC from Peru, Denmark and El Salvador.

U.S./India Women's College Exchange Program brings from India visiting professor Aley Thomas.

65 ASC enrolls first African-American student Gray Johnson.



72 Students form international students organization, CHIMU.

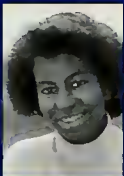
75 Aleida Martinez joins ASC Spanish department.

76 ASC students form Students for Black Awareness (SBA). Name later changed to Witkaze.

STONES) IN DIVERSITY

76 Ayse Ilgaz Carden '66 of Turkey, returns to ASC as psychology professor.

81 W. Burlette Carter '82, African American, first ASC student Truman Scholar.



84 ASC hires first African American faculty member Carolyn Denard.

85 Students elect African-American Mia Puckett as president of ASC Honor Court.

90 ASC begins summer Ford Scholars Teachers Program to recruit minority high school students for careers in teaching.

91 Administrative withdrawal of African-American student Tara Sommerville.

ASC receives Knight Foundation grant to increase Hispanic student presence on campus and to develop Hispanic programming.

93 ASC hires two African Americans and three Hispanic Americans, raising the number of full-time minority faculty to eight.



91 Community declares ASC a Racism Free Zone.

ASC names African-American Jennifer Cooper '86, director of admission.



8 71 72 75 76 81 84 85 86 88 89 90 91 92 93 94

86 President Schmidt institutes President's Committee on Community Diversity.

ASC hires African American Karen Green '86, director of student activities and housing.

88 ASC faculty pledges to recruit minority members.

89 ASC Student Government Association (SGA) approves designated CHIMO seat.

SGA denies seat to Students for Black Awareness (SBA). With encouragement from President's office and faculty, SGA later approves SBA seat.

ASC names Joyce Essien, M.D., first African-American member of its Board of Trustees.

To promote Hispanic awareness at ASC, students organize Espíritu Latino

92 Fifty-two people killed in Los Angeles riots after jury acquits white policemen accused of beating African-American Rodney King.



91 Students elect African-American Charmaine Minnick '95, class president (and continue to re-elect her—she serves as class president all four years)

Kinji Gakuin University in Japan and ASC establish exchange program.



Kyoto, Japan

94 Shanika Swift—daughter of first ASC African American graduate Edna Lowe Swift '71—graduates.



NANDIE
African American News Service

African-American students publish newspaper, Nandie.

TRIPPING THE LIGHT FANTASTIC

By Carole Siracusa

Photography by Bill Denison

Illustrations by Ralph Gilbert

Agnes Scott is enhancing its dance facilities and has added a minor in a discipline where in grace and beauty balance "the college's rigorous academic demands."



"YOU
CAN
HAVE
IT ALL"

THAT'S WHAT A MENTOR told Marilyn Darling when she began developing a dance program at Agnes Scott College. That idea guided Darling, now chair of theatre and dance, during her more than 20 years as head of the program. That same idea she tries to instill in each of her students.

With a new minor in dance at Agnes Scott and with the more recent establishment of the Martha Wilson Kessler Dance Fund, having it all will be even more possible for the students and the College. The accumulated gift of almost \$400,000, donated by Martha Kessler '69 and her husband Richard, will enable Agnes Scott to add a new dance studio and greatly enhance its dance facilities. It also will bring nationally- and internationally known professional dancers and choreographers to the campus.

At the dedication of the new dance studio during Alumnae Weekend, Martha Kessler, who began studying dance at age five, remembers that dance at Agnes Scott brought balance to "the rigors of the academic demands." She also expressed pleasure that ASC dance had led to fulfilling careers for classmates.





With humor, Richard Kessler said at age five he had also had a brush with dance—tap dance—and he hoped that their gift would be used to further Agnes Scott dancers and dance in its many forms.

The gift will equip the main studio for performances by adding a lighting and sound system, a new marley floor (a rubberized mat) and motorized shades. The gift will be used to purchase instructional equipment including a video recording system, tapedecks and CD players, pilates machines to help dancers build strength and flexibility and two new studio pianos. It will provide live accompaniment for every class.

The gift also provides \$100,000 to be allocated to the College's endowment to provide residencies by visiting artists, ballet and modern dance accompanists, commissions of choreographic works and student internships for the next five years. As a result of the gift,

students have already enjoyed changes in the dance program last fall with the residence of New York choreographer Jane Comfort who has worked with Merce Cunningham, Maggie Black and Janet Panetta. She set a new dance for Agnes Scott's Studio Dance Theatre titled "Pretty Is as Pretty Does." The gift also provided a four-week residency for two of the four artistic directors of Pilobolus to adapt a piece for the Studio Dance Theatre.

Darling, professor of dance, theatre and physical education, is especially pleased that the gift will allow Agnes Scott dance to attract outstanding artists to campus. "It will be like bringing New York and Europe and Australia to Agnes Scott. People speak different languages through dance," she explains. "The gift will help move our students from regional dance into national and international ways of thinking. The Kessler money will do wonders, more than wonders."

"It will be like bringing New York and Europe to Agnes Scott. The Kessler gift will move our students from regional dance to international ways of thinking."





"BUT IF YOU LOVE DANCE"

STARTING IN 1971 WITH A GROUP of six students who had concentrated on modern dance, Darling has deliberately shaped Agnes Scott's program to embrace a variety of dance forms. "Agnes Scott's program is very diverse and rich for its size," acknowledges Sally Radell, director of the dance program at Emory University. "Marylin is an inspiring leader and she brings wonderful

opportunities to her students."

Today, Agnes Scott's Studio Dance Theatre features 25 students who perform modern, jazz, ballet, tap, forms of Baroque and Renaissance dance. In April, for instance, Pilobolus set a piece, "Duet," for physics major Kara Moore '96 and political science major Vicki Sturdivant '97. Pilobolus dancer Jude Woodcock worked with them on basic steps and movement. Then they rehearsed with artistic director Robby Barnett from 4:45 p.m. to 9 p.m. daily for more than a week, working on the "mood and feel of the piece."

"This was not your traditional dancing, a tendu here, a jeté, there," says Moore. "It was mostly partnering. It took a lot of physical strength we didn't know we had. At first we said, 'We can't do that lift.' It was an intense, unbelievable experience. It gave me a whole new outlook on what dancing is." She laughs. "I am completely inspired to go off and dance."

The program brings that kind of experience to many students. "We give dancers a wide range of styles, whereas some companies only do ballet," explains Darling. "We do it all, and I think we do it all very well."

In many ways the program reflects the breadth and intensity of Darling's own experience. She has studied with many of the outstanding dancers and choreographers of the last half of this century, from Martha Graham, Alvin Ailey, Bob Fosse, José Limón Alwin Nickolaïs of New York to David Roche and Maria de Baroncelli at Florida State University. "She has tremendous drive to explore dance in all its art forms, and her choreography is extremely well rounded," comments alumna Mary MacKinnon '85, an Atlanta choreographer. Agrees Joanne Lee, director of the Chastain School of the Atlanta Ballet: "Her knowledge of all forms of dance is her greatest strength."

Moore, whose career dreams may now include dancing on Broadway, says, "If you are serious about academics, but you love dance, Marylin is the best. She knows so much."

Already, the Agnes Scott program has produced dance students with strong academic credentials who have gone on to perform professionally with Erik Hawkins, Alvin Ailey, Bella Lewitsky and other well-respected companies.

The Agnes Scott Studio Dance Theatre is a dance company housed on a college campus (to be distinguished from the more commonly formed college student dance groups). For more than a decade, student performances

The Agnes Scott program has produced dance students with strong academic credentials who have gone on to perform professionally.



“At Agnes Scott, we’ve always taken a holistic approach to education. Dance is a wonderful bringing together of the mind, body and creative aspect.”

have been framed by professional choreographers. Since 1978, visiting artists have taught master classes here. And now the Kessler gift will enable the College to engage such artists for whole semesters at a time.

This, says Darling, “makes a dancer a better dancer, and the better the dancer, the better the program.” Having a dance major at Agnes Scott would attract an even greater number of students who would pursue careers in dance. But right now the College is concentrating on the new minor and progressing one step at a time.

“At Agnes Scott, we’ve always taken a holistic approach to education, emphasizing the cognitive, spiritual, physical and social aspects of learning. Dance is a wonderful bringing together of the mind, body and creative aspect,” says Dean of the College Sarah Blanshei. “The minor in dance was a coming of age for Agnes Scott’s dance program. With the minor and the establishment of the additional studio, we will have a program that not only is enriched in its own right, but also is a significant enrichment of our fine arts program.”

With pleasure, Darling points out, that no matter what their majors or career choices,

Agnes Scott dancers “never stop dancing.”

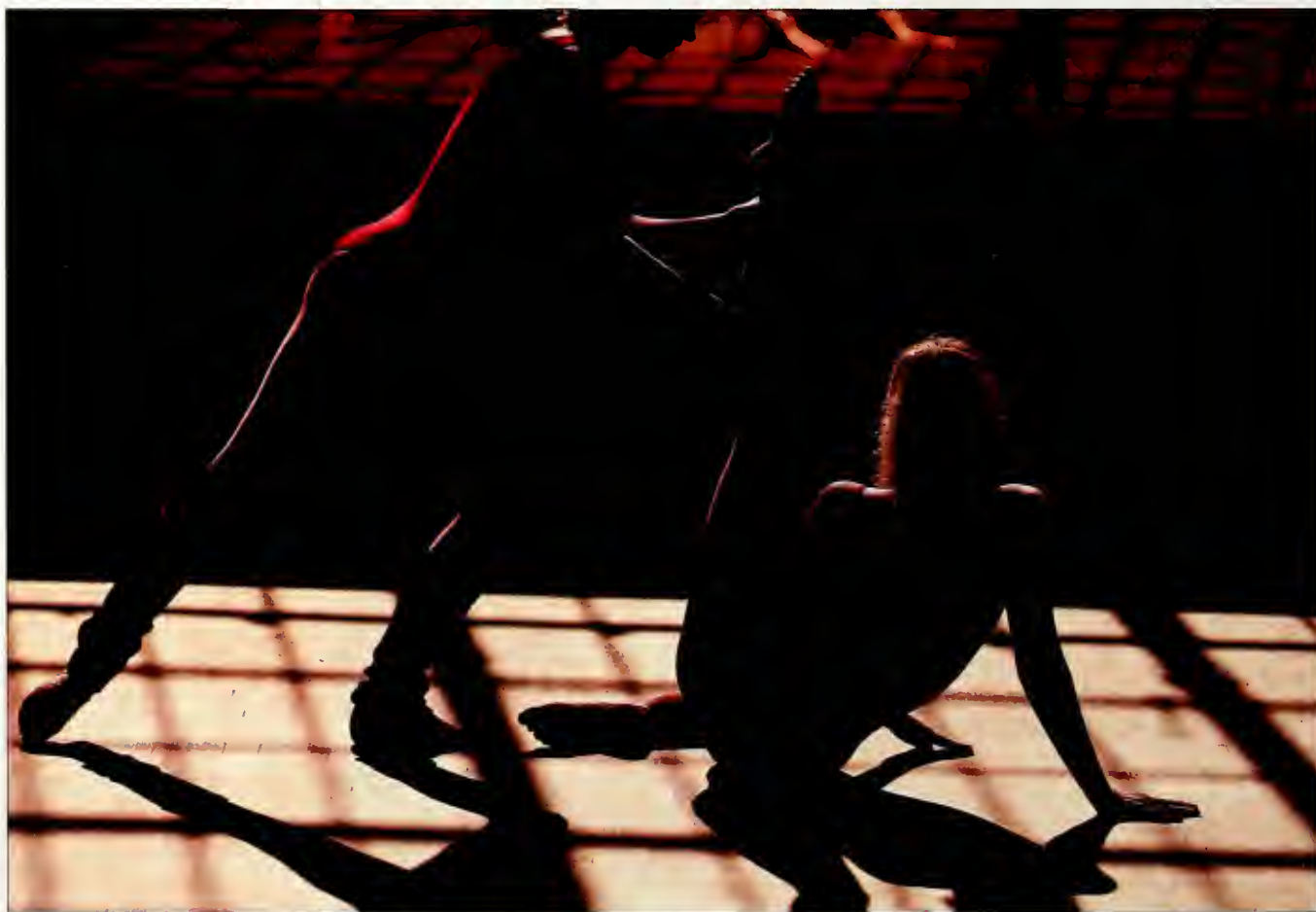
Meda Stamper '87, an employee of The Coca-Cola Company, regularly performs in community theatre and musicals.

Sarah Campbell '81 was a junior biology major mulling over career paths when Darling hooked her up with a dance therapist to study dance movement. Today Campbell has a master’s degree in dance movement therapy and works at the Moses Cone Memorial Hospital in North Carolina. Darling, says Campbell, “is very powerful as a mentor and a motivator.”

MacKinnon experienced that. “When I first joined the company, I never thought I would choreograph.” Yet Darling recognized MacKinnon’s potential and urged her to choreograph several pieces while at Agnes Scott. MacKinnon slowly discovered that she enjoyed the creative aspect of dance more than the performance. Today she does freelance choreography.

“It’s unusual for a dancer to come from a liberal arts college, but I have students who can dance professionally and later pursue other careers. For instance, one young woman who was a professional dancer is now a lawyer,” says Darling.

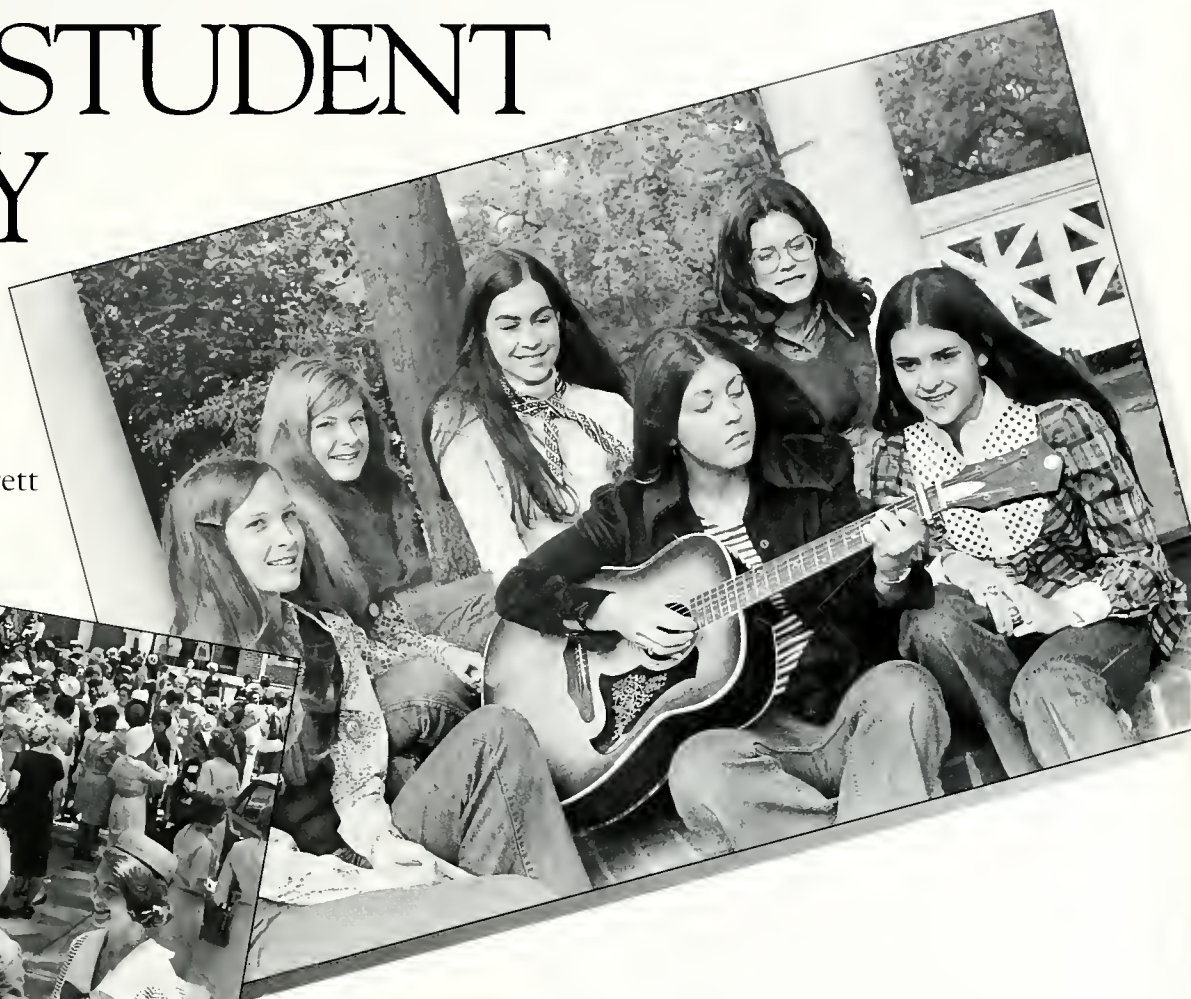
She smiles. “You see, you can do it all.”



REDRESSING THE STUDENT BODY

A History in
Hairdos and
Hemlines

By Mary Alma Durrett



A h fashion!
German
economist
Werner Sombart
called it “capitalism’s
favorite child.”

Every mother is fond of tossing out fashion axioms to her daughters before sending them off into the difficult world of dress. You remember: “You will not leave this house without the proper foundations . . . without creaming your elbows . . . without painting those toenails, girls, if you’re going to wear sandals. . . . Avoid horizontal stripes. . . . Remember, no white shoes after Labor Day.” Every mother has them. Every mother

The truth is, the crisply-dressed, well-heeled Hottentot of old has been replaced by a new Scottie with casual inclinations.

hopes her daughters will retain a few.

In the world of today's young fashion adventurer, these maxims are likely met with a yawn, or perhaps a more vehement gesture. The truth is, the crisply dressed, well-heeled Hottentot of old has been replaced by a new Scottie whose casual inclinations tend toward dusty Dr. Marten battle boots over pretty pumps. She is a fashion soldier of this generation—Agnes X we'll call her. She, not unlike the late comedian Gilda Radner, bases much of her fashion taste on "what doesn't itch." Agnes X personifies the confluence of social, economic and ethnic change.

Her cache of togs no longer bears the wears of a century ago—corsets (a hobbling device of the first order) and floor-length skirts, or of 50 years ago—pullover pastel sweaters, plaid skirts, pearls, ankle socks and saddle oxfords. Comfort rules the '90s Scottie who crosses campus in high-top Chuck Taylor sneakers, cut-offs, a T-shirt (not unlike her '60s-era mother) and a ball cap with the bill flipped to the back—or treks about the Quad in plaid boxer-style shorts and running shoes. Her hair (if anything is done to it at all) may be pulled back in a ponytail or secured with a wide sweat band. On alternate days, Agnes X may don a thigh-high spandex skirt (a hobbling device of the highest order) or a long, tie-dyed (bolder than ever) sarong or tights and an oversized blouse and toss back her headful of cascading curls or cornrows or crimped locks. Occasionally she might wear heels. On rarer

occasions she even wears makeup.

There are days when students break out in preppy chino skirts and cotton sweaters or crisp khaki pants and dirty bucks. But those of today's world of fashion experimentation grew up accepting underwear as outerwear: Thanks a lot, Madonna.

From her part to her heart, Agnes X may also bear a dozen pierces for earrings, noserings and other decorations. Her gauzy dark rumpled dress brushes low against her tattooed ankle (yes, tattooed) and she is likely footed in Birkenstocks. Through dress and ornamentation, she enunciates the angst and interests of an age. Grunge rules!

"There's the mainstream kind of fashion that's not markedly different from generation to generation," says Vicki Vitelli '97 of Florence, Ala., whose cranberry-on-brunette shoulder-length locks hint at her fashion leanings. "I think a trademark of today is subversiveness. Fashion today challenges traditional beauty standards. Anything that's against the norm makes us question traditional values. I think that's a good thing, whether it means questioning gender stereotypes or fashion."

The fashion "whys," naturally, are among the many questions that emerge in healthy youthful debate. Why is one thing pretty and another not? Do we have to define beauty the same way our mothers did?

"My guiding clothing philosophy is (coming from a small conservative southern town and being a raging liberal at heart), I want to be as big a freak as humanly possible during my college years," says Vitelli. "I'll settle down later and drive the Volvo."

Contrast that with the "white bread" world into which Mollie Merrick '57, associate dean of students, arrived as an ASC student in 1953. "We were wearing those Villager blouses with Peter Pan collars and dainty flower patterns." To Miami-native Merrick's surprise, classmates were also wearing socks with their shoes. "There was homogeneity. This was the way you dressed and everybody did it. Everybody was in sync."

For years, dress was one of many aspects of student life dictated in loco parentis by the College; dresses were the standard. "The College assumed authority over student dress as part of its efforts to graduate accomplished and proper young ladies," explained Lee Sayrs '69 and Associate Professor of English Christine S. Cozzens in their book, *A Full and Rich Measure*.

Varying notions of "appropriate dress" or "beauty" have been, through the history of the



College, exactly that—varied.

Maybe Coco Chanel said it best: “Fashion is made to become unfashionable.”

The earliest *Silhouettes* capture the whims of student fashion. In those first years students cut hour-glass figures in late-Victorian corsetted garb, despite specific instruction in the College catalog that “dress of schoolgirls be simple and inexpensive.” Within a few years (the 1910s), the look moved toward man-tailored ensembles (better for bicycling you know) with Scotties wearing classic Gibson-girl hairstyles, swept up off the shoulder and rolled or folded with rattling into a bun. Their skirts were floor-length; blouses, high-necked, often accented by a tie or bow. On their feet they wore tight-fitting, laced or buttoned, ankle-high boots.

By 1925, nearly every Scottie had a variation of bobbed hair: Egyptian, mannish, Marcelled, windblown, the Charleston or faun. Skirts, likewise, were shortened a dozen inches; white hose dominated and shoes featured modern, slender, high heels. Mainstays on the athletic field and in the gymnasium: bloomers and middie blouses.

The twenties fostered a “Beauties” photo section in the yearbook judged by some outside, objective highly visible

writer or artist or group of cadets from West Point. In 1946, Hollywood photographer Paul Hesse chose the beauties, a majority of whom sported shoulder-length, wavy, war-time hairdos.

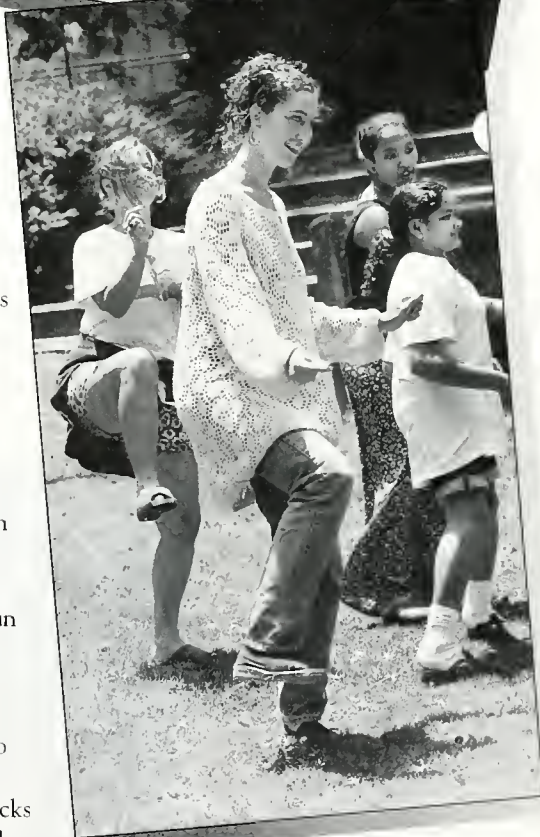
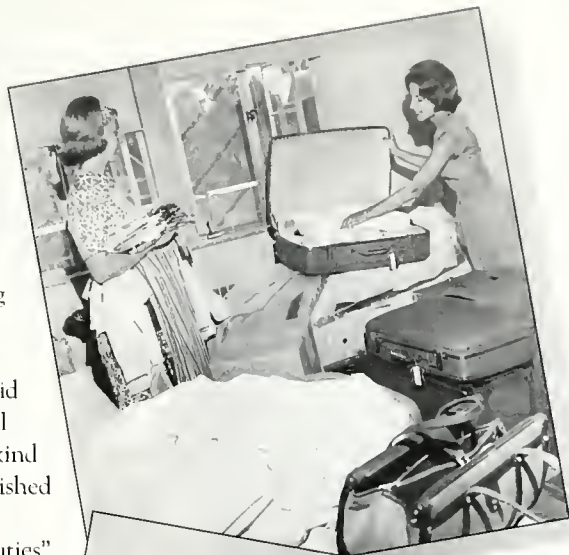
In 1951, Princeton University’s Student Body President Richard W. Murphy was charged with the task. He lamented: “. . . you have an unusually good-looking crop of girls; and my selections have to be made on the basis of pictures and not the girls themselves.” After three days of poring over photos of 20 Scotties, Murphy chose Mary Beth Robinson (Stuart) ’53 with her tiny pearl choker and “Love That Red” lip color, to top the beauties list. “We just wore what other Southern girls were wearing at the time,” says Stuart, who

remembers sewing many of the skirts that she brought to College. “I look at what they’re wearing on campus today and it’s just a hoot. We weren’t really dressing like anyone as they seem to do today. Of course Lana Turner did stand out and I guess I thought my hair did kind of look like hers. I relished that.”

By 1969, the “beauties” section of the *Silhouette* had gone the way of the hula hoop, but a good amount of attention was still paid to dress. The ASC Lecture Committee and ushers retained their standard black dress and pearls as a “uniform” at guest lectures.

“Of course there was that whole contingent who wore stuff over their pajamas to class,” notes Bonnie B. Johnson ’70, executive director for development and assistant dean of Emory University School of Medicine, one of eight students who served on Representative Council’s Special Commission on Rules and Policies (SCRAP) in 1969. “Our focus was on the ‘non-negotiables.’ It was a kind of stripping down and rebuilding the rules on that foundation. We dealt with smoking, drinking, drugs, sign outs. Dress was one of those things that was evolutionary, the changes had already begun to emerge.” But SCRAP clinched the decision to nix dresses as required garb. Good-bye fish-net hose; hello bell bottoms!

Until 1970, shorts and slacks were anathema in Buttrick, the galleries of Dana, Agnes Scott Hall (except to sign in and out of the Dean of Students’



Nowadays, the advice Mary Beth Robinson Stuart's mother sent her away with: "Pretty is as pretty does," would probably fall on deaf ears.



office), the library, and in faculty and administrative offices, classes and science/art labs. For about half the students the "mane attraction" was long, straight "Cher" hair—the other half rolled and teased their hair into astronaut helmet-like styles. They could only appear in public

en curlers covered with a scarf on Friday night or Saturdays in the lower Evans Dining Hall. "Rolling hair was definitely an issue peculiar to Agnes Scott," says Merrick, "and an issue in the rewiring of the buildings because we wanted to have enough electrical power for dryers and electric rollers."

With the SCRAP landmark decisions, the dress code itself moved from maxi to mini—a single paragraph: "Each student is urge[d] to dress neatly and appropriately for all occasions. Responsible consideration for faculty and staff members, administrative officials, other students, and for campus visitors is expected." Cutoffs, here we come! "Students are much more casual now," concludes Merrick. The student of the '90s, she believes, has "other things to worry about—economic concerns, social issues, what goes on in dating situations, career choices, mobility."

Choices do make the "clothes thing" seem a bit insignificant. And trying on a new "look," whether grunge or prep or funk, has got to fit today's youthful pocketbook already drained by college costs. So contemporary clothes are not just saying the wearers are the picture of convention or that they hate what mainstream America wears; they're also saying, this outfit is pulled together for \$10.

Or some may be speaking a very subtle language to a small group of people—perhaps even one. Explain Joanne B. Eicher and Mary Ellen Roach-Higgins in *Dress and Gender*, "... some of the information that is transmitted

from person to person by dress is not easily translatable into words." With a single article of clothing or a piece of jewelry or a tattoo, a young woman may be propelling herself along the road toward her own personal psycho-sexual destiny, hoping along the way to attract some interested party. When she dons an off-white chemise, she may be simultaneously asking "who am I?" and saying "this is who I am."

"Beauty is a very personal, outward expression of yourself," acknowledges Vitelli, who emphasizes her looks with a pierced nose. "Attractiveness is power." Many of today's authorities would agree. Like Valerie Steele, in her *Fashion and Eroticism*: "The concept of beauty is sexual in origin, and the changing ideal of beauty apparently reflects shifting attitudes toward sexual expression. At the deepest level, the meaning of clothing in general and fashion in particular is also erotic."

Eros, who according to *Bulfinch's Mythology*, "issued from the egg of Night," has always lived in the clothes closet. What Eros presented for wearing has depended on who was standing at the closet door and at what time she arrived. Vitelli's loose and flowing garb bears a striking resemblance to that of her favorite period of costume—the Italian Renaissance. "It managed to be breezy and bohemian but sort of formal."

Vitelli and her cohort of Scotties are cutting their feminine and feminist teeth on such tomes as *Backlash* and *The Beauty Myth*, not *Dress for Success* or *The Official Preppy Handbook*.

Nowadays, the advice that Mary Beth Robinson Stuart's mother sent her away with: "Pretty is as pretty does," would probably fall on deaf ears. Either that, or become a tattoo forever etched on her ... arm.



ET CETERA

A new garden, outstanding alumnae, Fulbright scholars, culture shock for Japanese, high marks from Princeton Review and other campus news

RENEWING THE SECRET GARDEN

On a sketch of the small terrace attached to the back of the McCain Library is a quote from John Milton: "Beholding the bright countenance of truth in the quiet and still air of delightful studies." It captures the original intent of the library architects and the more recent hope of a generous alumna who wished to create such a space on campus.

Spring 1994 marks the restoration, and April 20 (during Alumnae Weekend festivities) the dedication and renaming of the enchanting and secluded Secret Garden.

Designated originally as the outdoor Reading Terrace when McCain Library opened in 1936, the original terrace is shown in archival photos as a study

area complete with weather-proof chairs and tables with umbrellas. Eventually the furniture deteriorated and was discarded and the garden fell into disuse.

The Class of 1979 renovated the garden as its gift to the College, using the exper-

tise of Charles Bell, father of Glenda Bell Chastain '79 and owner of the Atlanta Garden Center. When renovation was complete, crape

myrtles, azaleas and hollies adorned the garden, bordering the walls.

Fifteen seasons later, the garden was once more in need of attention. A member of the Class of 1944 decided to create a secret garden to help celebrate her class's 50th reunion. Perennials, wild flowers, flowering trees and spring bulbs now decorate the area with winding borders.

A garden seat has been added near the entrance (at the base of the stone steps leading up from the third floor of the library).

An opening in the wall

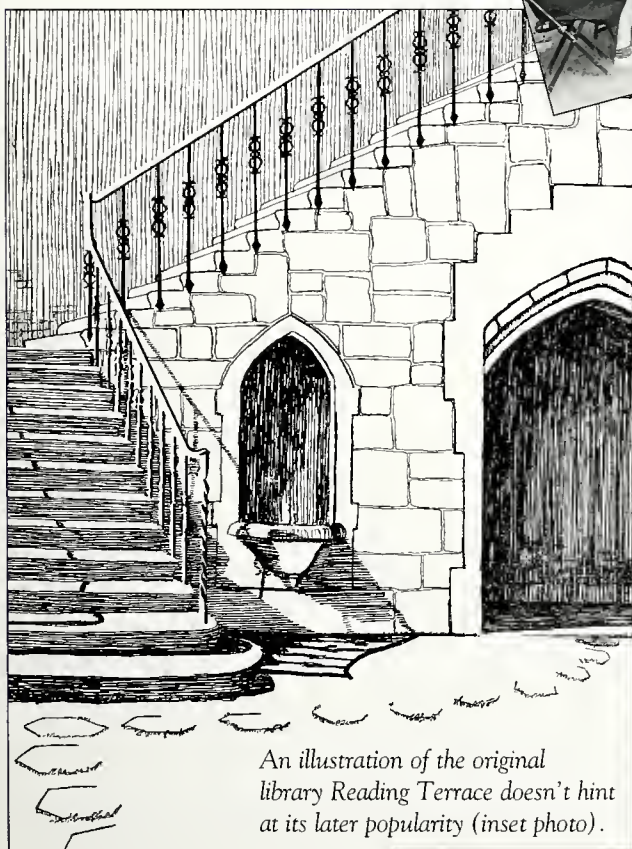
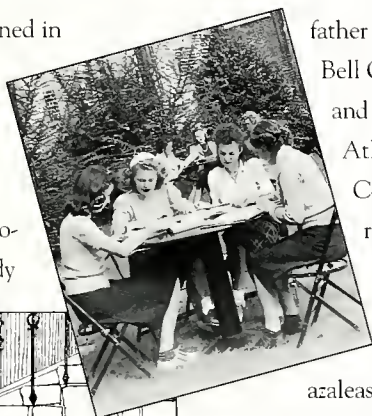
facing the Alston Campus Center will be constructed this summer.

As its gift to the College, the Class of 1994 has donated a birdhouse for the Secret Garden.

—Sara Pilger
director of communications

TOP ALUMNAE

Virginia Milner Carter, Virginia Love Dunaway, Susan Elizabeth Coltrane Lowance and Juliana McKinley Winters were recently named outstanding alumnae by the Agnes Scott College Alumnae Association. Both Carter '40 and Lowance '55 received awards recognizing distinguished careers. Carter founded A.L. Williams and Company which grew and merged with Primerica Financial Services in 1989. Lowance is director of the program for senior executives at Massachusetts Institute of Technology. Dunaway '56, founder of the Memphis Food Bank, received the award for distinguished community service. Winters '72, a lawyer who has served Agnes Scott



An illustration of the original library Reading Terrace doesn't hint at its later popularity (inset photo).

as president of the alumnae association and who helped establish the ASC "Distinguished Centennial Lecturer," received the award for distinguished service to the College.

The alumnae association presented the awards during the Alumnae Weekend in late April. Newly elected officers for the Alumnae Association Board of Directors are: Lowrie Alexander Fraser '56, president; Vernita Bowden Lockhart '76, vice president for alumnae advancement; Liz Steele Forman '81, vice president for chapter advancement.

FULBRIGHT SCHOLARS IN GERMANY

Laura Barlament '93 is a Fulbright Scholar completing a study of German literature at the University of Constance in late summer—Jennifer Jenkins '94 will be a Fulbright Scholar leaving the United States in August to conduct field studies in European politics in Frankfurt.

Barlament's Fulbright has allowed her to continue an undergraduate project begun at Agnes Scott, exploring the changing roles of women characters in Dr. Faustus, the

magician of German legend who entered a compact with the devil. Her research at Agnes Scott covered a period from the beginning of the Dr. Faustus legend through the 19th century—the Fulbright entails research through the 20th century.

Jenkins, an international relations major/German minor, will conduct field studies, including interviews with Germans from east and west Germany regarding the effects of reunification.

Jenkins is especially interested in being in Frankfurt, the heart of liberal politics in Europe, during the German national elections in October, and in observing the impact of the elections on the conservative government of German Chancellor Helmut Kohl.

Jenkins and Barlament join a number of Agnes Scott alumnae—including Nancy Duvall Hargrove '63 (who has had a total of four Fulbrights, studying in Sweden 1992, Belgium

1984-85 and France, 1967-77 and 1963-64) and Priscilla Shepherd Taylor '53 (London, 1953-54)—honored with Fulbrights since the scholarships began in 1947.

LANGUAGE-ACROSS-THE-CURRICULUM

Any student having completed four semesters of a language may now add to her language skills by enrolling in Language Across the Curriculum (LAC) study.

Through the LAC pilot in 1992, for example, a student of German enrolled in European history 1914-45 could participate in an additional hour of class each week with discussions about the material, conducted in German with authentic German texts. A discipline faculty member teams up with a language faculty member to teach the added language component.

This spring semester,

LAC courses combined French study with Medieval Art as well as Spanish with Native Peoples of the Americas.

Proposed for the 1994-95 school year are French with the History of Art II, German with Europe since 1945 and Spanish with Women in Latin America.

The goal of LAC is to enrich the study of various disciplines by allowing students and faculty the opportunity to study original texts in foreign languages and also to exercise language skills beyond foreign language classrooms.

The program is supported by a three-year, \$152,000 National Endowment for the Humanities grant.

CULTURE SHOCK FOR JAPANESE

When interviewed in the 1994 Kinjo Gakuin College catalog about their 1992 exchange experience at Agnes Scott, Japanese women noted the homey atmosphere of ASC and the importance of strong English skills.

Two students, Tomoko Yokoi and Asako Shimada, also commented on the importance of being able to hold their own in class dis-

DEPOSITS, RETENTION UP

Admission reports 143 new students have made deposits by May 30, up from last year (124) and significantly ahead of two years ago (116). Student retention is also up. Although fewer students are eligible to return in the Fall 1994 compared with 1993, eligible students who have re-registered is up 4.8 percent.

FEEDBACK

SENIOR CAMPAIGN SETS RECORD

Seniors pledged \$7,700 to Agnes Scott Annual Fund over the next five years representing 59 percent participation, according to Molly Dohm, assistant director of the annual fund and coordinator of this year's senior class campaign. These pledges surpass the previous record high set in 1990 for 46 percent participation and \$6,900.

studying at Agnes Scott. "If you consider studying abroad just an amusing experience or a way of learning English, you will be in trouble after getting there."

Kinjo Gakuin is a host institution to Agnes Scott Global Awareness students every two years and has regular Japanese student and faculty exchange programs with the College.

HIGH MARKS FOR ASC

The Princeton Review: The Best 286 Colleges ranked Agnes Scott number one for the beauty of its campus and dormitories, number two for professors who "bring material to life" and third for "best quality of life." ASC ranked in the top 20 in 14 categories including fifth and tenth, respectively, for good town and gown relations and for smoothness of its operation.

The Princeton Review surveys 40 independent college counselors and rankings from both *US News & World Report* and *Money* magazines, then it surveys nearly 40,000 students who respond to 61 categories of questions ranging from academics to operations.

❖ I have just received the Winter 1994 issue of the magazine and want to commend you and your staff on continuing to publish a wonderful magazine.

I found every article interesting, timely and supportive of women and their continued development and honoring of themselves.

I was disturbed, however, by a part of one article, "The Power of Giving" where it appears to admonish women for not giving more. I believe it said the history between the sexes shows women "divide the amount into a number of small gifts; men give more." . . . Unfortunately it is not also stated that women may give in smaller amounts because they have less discretionary funds available as a result of making 60 percent of what men are paid for comparable jobs.

While I agree with the authors that making a consistent and habitual effort of giving helps make a dent in our impoverished world, and I also agree that money is power and women need to find ways to alter that in the current market (as Betty Freidan's newest book addresses), I disagree with

the tone of this article, set by comparing women and men's giving. Doing this highlights a man's way of giving and devalues a woman's way of

giving that is not always monetary. Women do give generously of their time, their talents and their knowledge in numerous volunteer projects which have

made this world a better place. . . . I would like to have seen the honoring of this style and then a pitch to add the monetary gift as well.

I am on my internship this year after six years of doctoral education. I have depleted my savings, I am not eligible for loans and I am grossing \$15,000 this year with no job secured for August at this time. Therefore, shaming women and me into giving more [money] does two things: One, giving would rob me of using that money for necessary items such as food, education and small pleasures to nourish my heart so that I could continue giving in the ways I am able to give right now (see "The Gift" also in the winter issue); and second, it decreases the satisfaction of what I do give.

Laurel Allegra Kramer '79
DeSoto, ILL



cussions. "American students present their opinion as well as listen to others. I felt this sort of attitude is lacking among the Japanese and this was a culture shock for me," said Yokoi.

"American students were certainly more aware of social matters. They are strongly interested in politics and economics and they know well about their country, culture and society. They probably read newspapers well," said Shimada.

In a statement concluding the interview, Yokoi warned prospective Kinjo exchange students about the need to develop strong English language skills before

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DON'T FORGET
ALUMNAE WEEKEND
April 28-30, 1995



RACHEL BRAUN '96 AND KARA MOORE '96

INSIDE THIS ISSUE

The Ruth Schmidt era ends . . . the College charts a new course for the 21st century. Among the certainties is the need to encourage diversity. And the need to incorporate aesthetics—the arts—and athletics into the world of academics: we illustrate that with a report on the new emphasis on dance at ASC. There's also our look at the one ever-changing certainty of campus life: hemlines and hairdos. And a final note among the issue's final notes: Despite this period of transition, ASC still ranks among the nation's best educational institutions: The *Princeton Review* lists the Agnes Scott number two for professors who "bring material to life," number three for "quality of life" and number one for beauty of campus and dorms. To a century of Scotties, that's no surprise.



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AGNES SCOTT

ALUMNAE MAGAZINE • FALL 1994



ASC Helps
Students
Find Success
In the
Job Search

EDITOR'S NOTE

The signs of academic trust: Agnes Scott's honor code has become the cornerstone of the entire structure of campus life.

While chatting with prospective students and parents in Houston about Agnes Scott's non-proctored and self-scheduled exams, take-home tests and general atmosphere of trust, associate professor of English Christine Cozzens noted a response akin to shock: "Their jaws dropped. They began to talk about how their high schools were under siege." Increased cheating, theft and violence in high schools—in Houston and around the country—and the moral malaise in higher education today, seem to be focusing public interest on ways to wed education with character-building, moral reason, promise-keeping and general honesty.

What contributes to the viability of the nearly 90-year-old Agnes Scott honor code has been analyzed recently by Todd Robert Holcomb and reported in his case studies of honor systems at six institutions (Agnes Scott, The Citadel, Davidson, Longwood, the University of Virginia and Vanderbilt). Holcomb notes good success at both The Citadel and Agnes Scott. He cites student-to-faculty ratio (8-1), students housed on campus, and institutional/student support of the code as contributing factors here.

Perhaps more central to the issue, through the years Agnes Scott has purposefully built the honor code into its academic life. This is not something that occurs with the "wave of a wand," insists a long-time staff member. Applicants sign the code as part of the admission process. As a class, first-year students sign a parchment copy of the code that is later posted in Buttrick Hall. Each student writes and signs the pledge on each paper or exam for which she receives credit. The honor code, according to the student handbook, is the cornerstone of the entire structure of Agnes Scott life.

Peer influence is the other key. It is students who oversee the honor system, from reporting code violations to making subsequent investigations, to meting out discipline which is "pretty amazing, if you think about it," says Bertie Bond '53. As a student she served on the executive committee in a function parallel to today's student member of honor court. She knows it is a tough, soul-searching process. "I vividly remember my first case involving a student who was caught cheating. We voted to send the stu-



ART JASSEK PHOTO

dent home. I worried about whether she should have had a second chance." Suspension or dismissal is heart-rending for a student who violates the code. During her years as administrative assistant to the president, Bond has observed many anxious parents awaiting an honor court verdict. "I have seen a lot of tears."

While students think unreported academic infractions are rare, the Agnes Scott honor code also calls for its high standard of behavior *as a way of life*. This distinguishes the Agnes Scott honor system, and is the point at which the system is most vulnerable. Student critics cite everything from unreported, underage drinking in residence halls to

misdeemeanors. "If you leave your Mick's Oreo Cheesecake in the refrigerator," explains one, "you have to attach a sign, 'Do not eat or you're dead.'"

To underline community commitment to the honor code, this fall the Class of 1998 signed their copy during orientation in a ceremony attended by parents. In a gesture of support, Interim President Sally Mahoney added her signature. While the honor code does not create a perfect world, Mahoney later reasoned, it "creates an environment of support for that aspiration."

In her honor court convocation address in late September, Agnes Scott Chaplain Paige McRight '68 reiterated the value of the College honor system in a world crying for relationships of trust. As example she noted the recent transfer of power in Haiti. "The U.S. 82nd Airborne is in Haiti holding the military accountable to live out its pledge, but holding off an armed conflict because the pledge that has been given. A system of honor, a community built on trust, is always a mixed bag, a fragile creature dependent on the keeping of promises. Such a community, I believe, is the environment that best promotes life and growth for individuals and for the world. At Agnes Scott, we have a system for learning how to make it happen and as we are shaped by that system in our years here, we become people equipped to share that system as a way of life."

Alceste Pennington

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COVER: Mary Jordan '94, a TV reporter in Dothan, Ala., found hard work, preparation and timely tips from ASC's career counselors helped her land just the job she wanted. PHOTO BY GARY MEEK

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LIFESTYLE

A true kids' teacher, the molecular structure of patents, caring for the people of other cultures and a job that puts out fires—literally.

THE DANCE OF LEARNING

*School Teacher
Ellen Granum '62*

Inspired by music she was playing for her class from the "Sleeping Beauty" ballet, elementary school teacher Ellen Granum '62 began twirling around the room like a ballerina. In the midst of the dance, she says, "One shy little girl got out of her seat, pulled on my skirt, looked up at me and said, 'Is you a child?'"

"The music makes me want to dance," said Granum. "So we all began to dance like ballerinas. I loved opening the children's eyes and their experiences to a different perception of adults and the world around them."

Granum's strategy hasn't changed much since the mid-'60s, when she began teaching the children at Center Hill Elementary School, the first integrated school in Atlanta. There, changes in the school system and in the neighborhood weren't easy adjustments for any of the teaching staff. But



Granum arrived, a "young idealist, full of energy and wanting to change things."

Later, stimulated by the issue of the "culturally deprived child," Granum earned a master's degree at Bank Street College of Education in New York, highly regarded for its innovative and creative approaches to teaching.

For the last seven years, Granum has taught at the National Presbyterian School, a small, Washington, D.C., school that enrolls 200 children in nursery through grade six.

Situated in a low stone building on Nebraska Avenue across from the Japanese embassy, National Presbyterian is a private

*Elementary school teacher
Ellen Granum: A mission to
reclaim the soul of teaching.*

school. Students include children of diplomats, congressmen and women, corporate executives, doctors and lawyers. Tuition ranges from \$8,000 to \$10,000 annually. Each year, only 20 percent of those who apply are accepted. It is a competitive situation, she admits. "Parents get very uptight about it. They think if their children go to a certain school, they'll be fixed for life."

Students are screened primarily during a 45-minute session of interaction with other children. Teachers and administrators observe a child's

language development and perception of surroundings. Granum, who has taught in both settings, admits that teaching in a private school does not insulate her from

problems like child neglect. "Parents, out of ignorance of what young children need, abandon them to nannies and au pairs. It's very sad. Children become neglected in a situation where you would not expect it."

In the classroom, these students often seem more needy and demanding. "A child will be half asleep, because their routines are unsupervised," says Granum. "Or a child will come to school perennially late, because the parent is rushing and wants to drop the child on the way to work."

On this particular day, rays of light filter through a rain forest canopy as kindergartners reach toward the huge tree in

the center of the classroom. Vines, gigantic leaves, flowers and parrots cover the ceiling. Butterflies dance in the mist while the peculiar music of chattering monkeys mingles with the notes of songbirds. The children focus their attention on a 6-foot boa constrictor (made of felt and stuffed with tissue) that Granum twists around the limbs of the tree.

"Teaching is as much theatre as it is training," says Granum who has taught early childhood education for 17 years. "I've often felt that I was as much an actress as a teacher."

A nurturing, imaginative woman, Granum creates a place where children feel confident and free to learn. "You make it a place that children want to be. You want them to come in and say, 'WOW! What's this?'"

Children respond to having their environment turned into the place you're trying to teach," Granum explains. "The way you project the information and present it, is as important as the information itself. You want to capture the child's imagination and interest."

When teaching about marine life, Granum created

an ocean realm, hanging paper streamers from the ceiling so that the child moving through the room felt like a swimmer. Huge sea creatures hung from the walls and ceiling. The children dissected a real squid and wrote their names from the "ink of the squid" and sang songs about the ocean.

"I love building on the excitement of something the children are interested in," she explains. "To see a child's eyes sparkle, and know the children are really excited about something, is very rewarding, very rewarding."

Recently, Granum, 53, has taken a sabbatical. "It's very tiring at my age—bending over little tables," she admits. "Buttoning, zipping and picking up, and teaching the children to do it as well. As much as I love kindergartners, I don't have the energy anymore."

She serves on a committee to determine admission for the following year, judges science fairs, and on occasion substitutes in one of several private academies. It's just one more way for Granum to ensure involvement in her passion of education.

—Carolyn Blunk is a freelance writer in the Boston area.

A PATENTED CAREER

*Molecular biophysicist
Jasmine Chambers '77*

For more than a decade, molecular biophysicist Jasmine Choy Chambers '77 worked in laboratories from Duke University to the National Institutes of Health, cloning antigens linked with auto-immune diseases and identifying genes that could one day revolutionize medicine and drug development. Part of her research involved cloning genes from strands of DNA in an effort to find clues to diseases such as Alzheimer's, Parkinson's and multiple sclerosis.

In 1989, Chambers left her laboratory work for a post as a patent examiner for the U.S. Patent and Trademark office in Arlington, Va. Discoveries in gene sequencing and molecular biophysics during the 1980s had fueled phenomenal growth in the number of biotech firms seeking new ways to halt deadly or debilitating diseases and a "gold rush" among major drug companies seeking exclusive rights to their discoveries.

Weekly, Chambers reviews an average of 6 to 10 patent applications. Her job includes literature

searches to "see if the invention has been described by others" and ultimately, her judgment of the validity of each patent application claim. (A patent grants exclusive rights for a period of 17 years which excludes others from making, using or selling a drug or invention without permission or licensing agreements.)

"It's very interesting work because I get to look at the scientific data before it's published," explains Chambers. "I get to read about science at the cutting edge."

Chambers specializes in patents involving transgenic animals. Recently she approved patents to Harvard University for a "mouse that's a model for studying prostate cancer, and to NIH for a rabbit infected with HIV, useful in monitoring and developing a treatment for AIDS."

Five years ago, when Chambers began at the patent office, she was among 45 scientists specializing in biotechnology. Today, with the flood of patent applications steadily rising, her division has grown to include 175 examiners in a patent office employing 1,500 examiners.

—Carolyn Blunk

FLICKERING IMAGES

CARE's Kathy Doherty '67

Climbing among the volcanic shards outside Goma, Zaire, Kathy Reynolds Doherty '67, public relations manager for CARE, came across the peaceful form of a child. It took a few moments for her to reconcile her first impression that he was sleeping, with the reality. Once again she was staring into the face of death.

"This was a healthy looking boy, about to bloom into adulthood," she reflects. "It broke my heart to see he was not alive. I stood there awhile, just to be certain."

It was the "casualness of death" that struck Doherty in July during her second trip to African refugee camps where CARE is

KATHY DOHERTY PHOTO



Scenes of starvation and deprivation are common for ASC alumnae Kathy Doherty (below, right) with Country Director for CARE Somalia, David Neff. Doherty travels the globe for the international hunger relief agency CARE.

helping those who escaped civil war-torn Rwanda. (Earlier, in May she was with 330,000 Rwandans who had fled their country to neighboring Tanzania, in the largest refugee camp in the world.)

Among images still moving through her mind are Zaire's dazzling landscapes with grassy hills and

sharply rising cloud-covered peaks juxtaposed with the river of displaced and dying people. She found frail, orphaned babies "that looked like ancient people," tents crowded with cholera patients and a road leading north toward Uganda, "bodies piled up along the side."

Temporary camps of Rwandans dressed in rags and "dying, right and left" she contrasted with a "city of satellite dishes" quickly set up at the airport where hundreds of writers, photographers and camera crews from the major U.S. and international networks and news services had converged to gather and transmit their reports. "It was an intersection of two cultures," says Doherty.

"Camera generators, high tech equipment on one side—people scrounging for firewood on the other."

Much of Doherty's work is at these intersections, helping members of the international media report on crises among the 53 countries where CARE is already at work. From CARE's national headquarters in Atlanta, she also trains CARE workers in media relations and coordinates coverages. Relationship-building is how she describes the work which may include lining up an interview for the BBC one moment, answering questions for Reuters Ltd., news service or providing leads to *The New York Times* or members of the media in

JAMES MITCHELL PHOTO, ABC



Europe, Canada or Africa.

Her first overseas experience with CARE was in Somalia, December 1993. Her job was to accompany CBS's John McWethy as he worked on a piece dealing with United Nations peacekeeping. They flew to projects in Somalia and Mozambique where CARE provides food security and is retraining soldiers for other work.

Sometimes Doherty can track the results of their work, as in Somalia. "CARE was instrumental in bringing pictures of the victims of the famine to the United States. That resulted in an outpouring of aid," notes Doherty. "Once 220 were dying in Somalia every day. That number dropped to 20, once Americans responded.

"Americans" Doherty says, "made a difference."

CARE has been making a difference since 1946, and Doherty will help bring focus to the celebration of the organization's 50th year celebration.

"We started with small CARE packages after World War II," says Doherty. "Today CARE is big and its 'packages' are in the form of emergency relief with huge supplies of

food, health care and equipment." For instance, in Haiti, CARE feeds 660,000 people, six days a week, regardless of who happens to be in power. "The U. S. State Department evacuated all dependents in Haiti, but CARE doesn't evacuate. When things get rough, we keep doing what we are doing."

Doherty, the daughter of a minister, majored in English at Agnes Scott, took some journalism courses at Georgia State, then turned a varied career (newspaper experience in the '80s, press secretary in three political campaigns and later work with international contacts for Ketchum Public Relations, organizing the Ramses II exhibit for the Mint Museum in Charlotte, N. C.) into a job that she says "feeds my soul."

The need she encounters through her work can be haunting.

Like the two children, maybe aged five and six, she saw waiting alongside a road in Zaire: "I drove back and forth along this road, three times. Each time I found these two little children just sitting. Not knowing what to do. Totally alone."

—Celeste Pennington

SOME LIKE IT HOT

Firefighter Adele Clements '88

After driving all night from Florida, Adele Clements '88 remembers much of her Agnes Scott College graduation ceremony as a blur. She had to be nudged by a friend when her name was announced for the Suzanne Goodman Elson Award for 1988. In disbelief, she made her way to the stage amid cheering and a shower of champagne. Her peers had voted her undergraduate who reflects "those qualities of kindness, decency and integrity

Scott experience even more meaningful for her fellow students."

Four months later, in September, Clements found herself in a world starkly different from the one she had left at College. As a new firefighter for the City of Decatur, working out of a firehouse across the street from her alma mater, Clements found those qualities of character recognized by her peers being put to the test. While fire fighting school had prepared Clements for the physical rigors, she still shudders as she describes

her first day at work: the scorching summer afternoon when she walked into a Decatur Housing Project apartment to



which combined with an unusual intellectual curiosity on her part would make the Agnes Scott

MONIKA NIKORE PHOTOS

discover the body of a dead woman. The odor "I could not get out of my system for days," says Clements. "It really did affect me. . . . I was very saddened that this woman was discovered because of the stench and not because anyone missed her." The same day after dinner, Clements found herself in the middle of a shoot-out in the south side projects. While competently handling the situation—the nervous, excited crowd, the hysterical mother, the wounded teenage son, bullets flying up the hill—Clements had only one other thought: that "this was not in my job description."

As the second woman to work at the Decatur Fire Department, Clements discovered that many challenges were just as unexpected.

While she knew that rookies go through a rite of passage with some initial harassment, throughout her training she had the confidence of her commander, Bob Stills. Yet Clements soon learned that few of the firemen shared his confidence. "They were skeptical," she admits, then says with a smile, "They also thought that if I came from 'that woman's college,' I

must be a leftist feminist, and they wanted to see how far they could push me." Commander Stills acknowledges that Clements had to tough it out with the men. She slept in the same barrack-like dorm rooms. She complained about the "girlie magazines" left around the station and she has stood her ground when some suggested that women might be better suited to secretarial tasks or kitchen duties.

Stills compares working out the new relationships among fire personnel to learning to relate as siblings—"there are differences, but they get along."

Getting along is necessary to the teamwork required to fight fires. Clements vividly recalls her first fire assignment at a construction site burning in the middle of the night.

After the fire was extinguished, the crew was overhauling, checking for remaining hot spots, when an eight-foot wall collapsed on Clements. She suffered no injuries but had to be pulled out. Her peers seemed surprised that she was ready to go right back to overhauling—some seemed more shaken by the incident than she was and took her back to the truck to rest. Her feeling

was that if she had been a man "they would not have pampered me so much."

After six years, Clements has seen some change in attitudes and acceptance as part of the team. For one, the department has finally banned the girlie magazines from the fire house. And while some co-workers still hold the belief that a fire station is no place for a woman, says Clements with a shrug, "We agree to disagree. That's one of the most important things I learned at ASC—not to blur the lines of difference, but to respect and learn from them. We all don't have to be alike to get along. We can learn from everyone to make ourselves better."

While working full time, Clements has one continued her education—she has one master's degree and is currently working on a second.

She looks back at her ASC education and experiences as favorably shaping her identity as a woman, providing many strong role models and encouraging her independence and sense of self.

Clements believes that the college atmosphere, vibrant with debate, not only made her fearless to voice her opinions but also

open to respecting other people's ideas and values.

She also looks back with a sense of nostalgia. Although she studied racism and world hunger and was involved in community-based projects like Habitat for Humanity, as a student, Clements remained unaware of those who lived just blocks from campus. "At ASC we never saw the worst of society—the poverty and hopelessness that can lead kids to shoot each other over a pair of basketball shoes."

She has lost some of the idealism of her student years. "ASC encouraged me to make a difference, but this job has taught me just how difficult it can be to do so."

Yet that occasion for making a difference sustains her: "Out of every ten rescue calls we get—nine might be nothing, but then there is that one person, one family, that needs and appreciates our help."

When asked why she ever picked this job, she laughs and says, "They pay me to climb roofs! Can you believe it? That's what got me into the most trouble at ASC."

—Monika Nikore is a freelance writer/photographer in Atlanta

THE SCIENCE OF LIFE

By John F. Pilger and Christine S. Cozzens

At work on her dissertation at the Marine Biological Laboratory at Woods Hole, Mass., in December of 1922, the young biologist Mary Stuart MacDougall feared she had reached a dead end. The problems suggested by her dissertation director at Columbia University had already been solved, and even her cultures of protozoa—microscopic, single-celled life forms—had died. Accepting what appeared to be her fate, she wrote President Frank Gaines to say that she simply could not do research and would be back to resume her teaching duties at Agnes Scott College in February.

While packing to leave the MBL, MacDougall rediscovered her microscope slides of abnormal protozoan cultures that she had almost discarded months before. Now armed with a better understanding of genetics and cell biology gained through courses taken at the MBL, she looked at the slides once again and noticed something new. By morning, a triumphant MacDougall had outlined her dissertation on chromosome behavior in protozoa. From this moment, the words of Louis Pasteur, "Fortune favors the prepared mind," would drive her research and provide meaning for her teaching.

Mary Stuart MacDougall brought a comprehensive scientific imagination, intellectual rigor and a sense of the thrill of discov-

ery to her research and to her teaching at Agnes Scott, where she was a member of the faculty and chair of the biology department from 1919 to 1952. With two doctorates, a Guggenheim Fellowship, 14 published papers, significant contributions to malaria research and a major textbook to her credit during those years, she also defended the value of science at a time when the humanities dominated the liberal arts curriculum.

MacDougall challenged the assumption that the study of science held only practical value and that it was devoid of cultural worth:

"the highest service of Science to mankind has been in the emancipation of the mind, in freeing men from the bondage of superstition, and in helping man to know himself. The message of science has ever been the message of intellectual enlightenment and liberty—
'To know the truth, and the truth shall make you free.'"

For MacDougall, the study of science underlay all great intellectual achievement: "Science has so enlarged the mental horizon," she wrote, "that the imagination may take a bolder flight." That soaring imagination made faith possible: "The mystery of life means more to the biologist than anyone else—that marvel of a bit of protoplasm, a single celled animal, self-sustaining, repairing and perpetuating, presents a sub-

ASC biology professor Mary MacDougall challenged the assumption that the study of science held only practical value and that it was devoid of cultural worth. Her legacy endures at Agnes Scott.





BUT FOR A TWIST OF FATE, MACDOUGALL MIGHT HAVE BEEN A HISTORY MAJOR. BECAUSE OF HER MORNING JOB, SHE RECALLED, "I COULD ONLY TAKE THE SCIENCE COURSES SCHEDULED IN THE AFTERNOON."

ject for wonderment beside which the seven wonders of the world are foolishness."

Born in 1882 in Laurinburg, N.C., MacDougal lost both parents when she was a teenager, and to help support younger brothers and sisters, worked as secretary for a local civic leader who encouraged her to attend college at North Carolina College for Women and later at Randolph-Macon

Woman's College. An M.A. from the University of Chicago and several teaching positions prepared the young scholar for the duties she would take up at Agnes Scott. According to Margaret W. Rossiter's *Women Scientists in America*, until the 1950s women's

colleges—with their surprisingly substantial endowments, their "almost feminist commitment to excellence in women's higher education," and their enthusiastic students—were the primary employers of women in science. Agnes Scott was determined to prepare students for the best graduate and professional programs in the coun-

try, and MacDougal's commitment to research suited this vision.

A permanent job with demanding teaching responsibilities only increased MacDougal's desire for further education. The MBL, where she completed her dissertation research, had been founded in part to educate women in science. The presence of so many other women scientists in courses and laboratories must have inspired young researchers like MacDougal, who regularly brought Agnes Scott students with her when, summer after summer, she returned to Woods Hole to teach and carry out her research.

Beginning with her dissertation, MacDougal investigated the cell biology of the protozoan, *Chilodon uncinatus* Strand 1926 (protozoa whose locomotion is mediated by cilia or hair-like appendages).

Although she performed basic studies on the cultures and morphology of subcellular structures, her more important contribution was a description of chromosome behavior during maturation. MacDougal was the first to induce sustained mutations in protozoan cultures (1929) using ultraviolet (UV) radiation. Today, we hear often of the power of



Autographed copies of classic biology texts and a microscope are among the items in Agnes Scott's MacDougal collection. (Art Lassek Photos)



MACDOUGALL CONSIDERED THE WORLD-FAMOUS CELL BIOLOGIST DR. E.B. WILSON, WHOM SHE MET WHILE DOING GRADUATE WORK AT COLUMBIA UNIVERSITY, TO BE "HER GREATEST TEACHER."

UV light in sunburn indices, SPF numbers on sunscreens, and precautions to reduce the risk of cancer.

Though relatively new in this country, protozoology was already well entrenched in Europe, and the laboratories of several prominent scientists were within MacDougall's reach for study, if only she could get there. In 1931, she won one of the first Guggenheim Fellowships in science awarded to women—a group that included Nobel laureate Barbara McClintock—which took MacDougall to the *Kaiser Wilhelm Institut für Biologie* in Berlin. The allure of the great city and the welcome she received at many laboratories and marine stations of Europe captured her imagination and influenced her science for years to come.

In his popular book, *Of Scientists and Salamanders*, Stanford University biologist Victor Twitty remembered meeting MacDougall in Berlin:

"Professor Mary Stuart MacDougall . . . complained to me one day that as an unescorted woman she was unable to explore Berlin's celebrated nightlife, and frankly proposed that she subsidize an

evening's tour of some of the better known spots under my guidance. . . . I had feared that Dr. MacDougall might disapprove of what we would encounter; instead, she enjoyed the evening immensely and could not have been less abashed. Her most memorable reaction came after surveying with objective detachment a group of well-endowed young women posing in their full epidermal glory: 'Humph, I've seen lots prettier girls in the swimming pool at Agnes Scott College.'"

During her European sojourn, MacDougall went as far as the Soviet Union. On another occasion, her sense of adventure took her to a rally where Hitler spoke. She commented that he sounded like "one of those queer radio evangelists."

In 1936, MacDougall earned a *Science Docteur* at the *Université de Montpellier*—complete with a dissertation in French—and became one of the few women of that era to hold two doctoral degrees. But Agnes Scott students remembered Miss Mac, as she was affectionately known, as much more than an accomplished researcher. In the labs of Lowry Hall

MacDougall's explorations in Europe in the early 1930s captured her imagination and influenced her science for years to come.





MACDOUGALL MET DR. ROBERT HEGNER AT THE COLD SPRING HARBOR LABORATORY AND TAUGHT WITH HIM IN THE MEDICAL ZOOLOGY COURSE AT JOHNS HOPKINS UNIVERSITY. THIS ASSOCIATION LED TO THE CO-AUTHORSHIP OF THEIR TEXTBOOK, *BIOLOGY: THE SCIENCE OF LIFE*.

Microscope accessories box with condenser lens, below, and box of microscope stage components, right.



or on the sunny porch of her home at Ansley Cottage—where she grew begonias, cyclamen and “everything from holly to hawthorn”—MacDougall loved to tell stories of the scientists she had known. “She made it sound like it might be fun to be a biologist,” recalled Betty Fountain Edwards Gray ’35.

As if to rouse her students’ curiosity, she put her own research table in the teaching laboratory; years later, students who went on to careers in science wrote of her inspiring example.

Though she filled her weekdays with teaching and her weekends with research, MacDougall would regularly invite colleagues to listen to her fine collection of classical recordings in her book-lined rooms at Ansley Cottage. Her essays and speeches sparkled with quotations from poets and philosophers, some of which she read in the original French or German. She collected rare editions of fairy tales, and according to Margaret Bland Sewell ’20, “while urging on pupils an increasing interest in amoebae . . . took time out to read my poems and to encourage me in continuing to write.”

Impatient with people who didn’t value the life of the mind as she did and something of an autocrat, MacDougall could be intimidating. A student who had struggled through an embryology course remembered Miss Mac saying, “You will never be a great scientist—the only thing you can do for Agnes Scott is marry a wealthy man and leave the money to Agnes Scott for a new science building.” In the letter describing this incident, the student apologized to her former teacher for falling short of her expectations once again by marrying “an average income dermatologist.”

At academic processions, the five-foot eight-inch tall MacDougall “cut quite a figure” in her crimson and ermine European-style regalia. She had adversaries on campus—including the equally formidable English professor Emma May Laney. As one colleague reported, when Miss Mac wanted something to go her way, “she would simply write a letter to the president of the college and the thing would be done.”

A complex woman who set high standards for herself and others, Miss Mac influenced generations of Agnes Scott students. Eleanor Newman Hutchens ’40 recalled,



MACDOUGALL WORKED IN THE LABORATORY OF DR. MAX HARTMANN WHILE AT THE KAISER WILHELM INSTITUTE IN 1932. THERE SHE LEARNED VALUABLE PROTOZOAN CULTURE TECHNIQUES. THE SCIENTISTS AT THE INSTITUTE SCATTERED WHEN HITLER CAME TO POWER.

"She was a highly unusual personality: constantly annoyed by small things . . . chronically indignant about larger ones, and yet sociable and on the whole good-natured." Alluding to the two sisters mentioned in the Bible, MacDougall said of herself, "My name is Mary but it should have been Martha, for I am careful and troubled about many things."

MacDougall finally achieved the broad recognition that her contributions had so long deserved. In 1943, *The Atlanta Journal* honored her with their Woman of the Year in Education award. Miss Mac created a lasting memento of this honor by rooting the sprigs entwined in her celebratory corsage. Descendants of those plants still thrive in the gardens of her friends and near the main entrance to Campbell Hall.

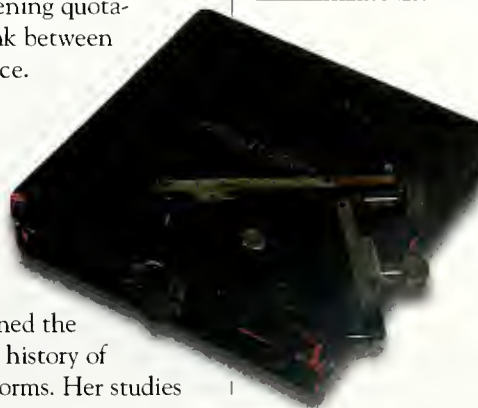
The nominating letter for this award described her as "modest and unassuming, with a quiet determination . . . a very quiet lady who never seeks publicity." Colleagues, students and friends who knew Miss Mac tell instead of a proud woman who relished recognition of her accomplishments and of her leadership within the faculty and professional organizations such as the Association

of Southeastern Biologists. A woman of such intellectual stature and reputation must have posed something of a puzzle to the male college presidents and educators who chose her for the honor.

Spurred on by the increased need for trained medical personnel during the war, in 1943 MacDougall published her celebrated college-level textbook, *Biology: The Science of Life*, though her co-author Robert Hegner died while the book was in final draft, leaving her to finish it. An immediate success, the book was adopted by more than 90 institutions. Balancing taxonomic survey with founding biological principles, the text also included chapter-opening quotations that reaffirm the link between the humanities and science.

During the war, MacDougall returned to research on malaria as a government consultant. Because of her earlier experience, she was assigned the task of describing the life history of two prominent malarial forms. Her studies

"She was a highly unusual personality: constantly annoyed by small things . . . chronically indignant about larger ones, and yet sociable and on the whole good-natured."



One student of MacDougall wrote years later: "Your making us dig out the facts for ourselves in lab has been invaluable training for work in adult life."

made valuable contributions to the epidemiology of the disease at a time when American forces were fighting in malaria-infested areas of the world.

For years, MacDougall had planned the new science building that Agnes Scott intended to build when peace came. In the late 1940s when that project was finally under way, she would haunt the building site, notebook in hand. "Campbell Hall was her dream," recalled Professor Emerita Jo Bridgman '27: "She put a lot of pressure on the architects to get things the way she thought they should be." The dedication of

the new building with the latest in laboratory facilities finally took place in 1951, just one year before Miss Mac retired.

Upon her retirement, former students and colleagues wrote of her influence and example. "I have long since forgotten the facts learned in courses taken at Scott," wrote Louise Capen Baker '27, "but I think your making us dig out the facts for ourselves in lab has been invaluable training for work in adult life." Letters from colleagues thanked MacDougall for friendships that had lasted many years. President McCain told her, "I am very grateful for your friendship. . . . No one in my long years has

THE LEAP INTO SCIENCE

Science study/research remains an ASC priority

By Mary L. Lee

When Theresa Hoenes '94 enrolled at Agnes Scott College four years ago, one thing was certain: she would major in French. Yet today she wears a white lab coat and works at the Centers for Disease Control and Prevention (CDC) in Atlanta.

"This sort of job was the furthest thing from my mind," says Hoenes who graduated last May with a bachelor of arts in biology. Now she's engaged in AIDS research at the CDC, with the formidable task of doing DNA sequencing on HIV-1, the virus that causes AIDS.

She and other researchers are looking back at case studies on the transmission of the virus, trying to determine how it evolved and how it entered this country.

Although she never intended to make the leap into science, Hoenes was influenced by the quality of courses offered at Agnes Scott and by faculty who encouraged her. She says she almost couldn't help herself after the first biology course with Associate Professor of Biology Harry Wistrand, who has been with Agnes Scott for 20 years. "I loved it, so I thought, I'll just take the next course to see how it is," she says. "I did really well, so that made me decide to stick with it."

One of the youngest professional staff

GARY MEEK PHOTO



Alumnae like Theresa Hoenes, an AIDS researcher at the CDC in Atlanta, are spiritual descendants of Professor Mary MacDougall.

shown more real devotion to [the College's] high standards or worked more earnestly for them." In a revealing comment to her long-time adversary, Emma May Laney wrote, "I am full of admiration at your achievement, and realize fully how much you will be missed at Agnes Scott. Giants like you . . . are not often found among the women of a faculty."

A fall in 1949 had left MacDougall with a badly broken hip, and during her last years, though she was not as active as she had been, friends remember her as cheerful and alert. She continued to exchange letters with students—scientists, missionaries,

housewives, and poets—scattered across the country and around the world. When Miss Mac died in 1972, she was buried in Laurinburg in the crimson regalia remembered by so many generations of ASC students.

In 1936 MacDougall wrote, "Science increases the richness and resources of the inner life, it offers ballast, making for steadiness and poise and broad sympathy." Mary Stuart MacDougall had all of these gifts and generously shared them during the course of a life of science.

—John Pilger is associate professor and chair of biology and Christine Cozzens is associate professor of English.

members at the CDC, Hoenes, 22, found she was well-prepared for the transition from the college lab to the high tech CDC environment. And those at the CDC have told her so.

"She has very good basic training from her undergraduate courses," says Chi-Cheng Luo, a molecular environmentalist and one of Hoenes' supervisors. Her background, he says, is more solid than that of most young people with whom he has worked.

Faculty members credit Hoenes for her success. Both Wistrand and Martha W. Rees, assistant professor of anthropology, describe her as dedicated and enterprising. Wistrand regarded her accomplishment so highly that he enlisted her as his research assistant in molecular biology, localizing genes on chromosomes of several different kinds of fruit flies.

Hoenes attributes her good progress to the quality of faculty at Agnes Scott and to the opportunities for lab work, intriguing research and close contact with professors who were ready to listen and advise.

"I would talk to professors about what they thought, how they got to where they were," she says. "Professors have so much more knowledge than what you see in the classroom. Going to them and talking is so much better than staring at a textbook."

One person she would talk to was Rees. Although her main field is anthropology, Rees had emphasized the convergence of biology and anthropology in her classes and that interested Hoenes in conversations after hours. Hoenes also credits Rees with helping her focus on what she really wanted

to do with her life. She was paying attention when Rees delivered her favorite message in the human origins course: Young women don't have to go on feeling alienated from science.

Hoenes became interested in the study of plants because professor of biology Sandra Bowden was.

And of course, Hoenes credits Wistrand with capturing her interest during that first biology class. He teaches students how to learn and encourages them to ask questions. By the time students take Wistrand's molecular genetics, the emphasis is on independent thinking and collegial and collaborative problem solving. Even the lab manual he uses in that course emphasizes the importance of creative thought. It departs from the traditional "cookbook" approach, which tells students what to do at each step. Instead, it is a manual of lab techniques that can be put into practice, an approach that encourages students to think for themselves rather than merely follow cut-and-dried procedure.

Already, Hoenes has turned that training in creative thinking to her advantage at the CDC as she has figured out how to run a sequencing and purification machine that nobody else had time or inclination to master. Now Hoenes is setting it up so it can be used in research.

Characteristically modest about any achievements in school or out, Hoenes says, "Agnes Scott provided the opportunity. I just took advantage of it."

—Mary L. Lee is a freelance writer living in Atlanta

ASC's Theresa Hoenes didn't plan to become a scientist. Her interest was developed by Agnes Scott's quality faculty and courses.

STOPPING THE NIGHTMARE

Sexual harassment has become altogether too common in the workplace, as ASC graduates are discovering. The College is taking steps to help.

By Jane A. Zanca

Illustrations by Mac Evans

It's the middle of August, you're 22, fresh out of Agnes Scott College, and you're winding up the first week on your first real job. Your boss is smiling. Here it comes, the "well done!" you've been earning all week. He leans over, cups your face in his hands, and kisses you right on the mouth.

You wake up screaming.

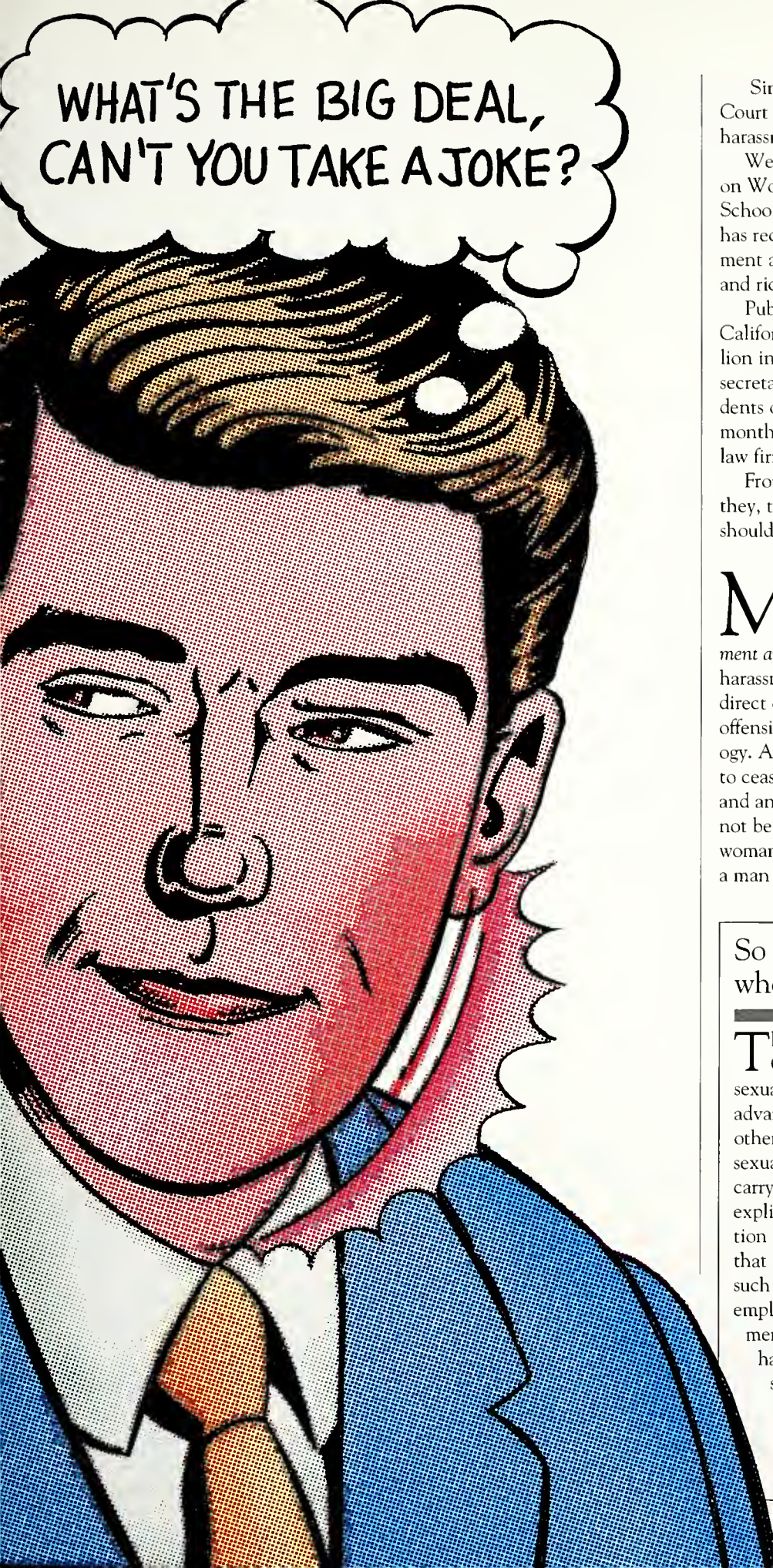
Just another pre-graduation nightmare? Maybe. The fact is that nearly a third of all sexual harassment is targeted at women 18 to 24 years of age. And in a straw poll of 14 alumnae who were selected by specified career and location from the Agnes Scott College directory, it became clear that sexual harassment has happened to Agnes Scott women in many settings. Only four said they had never experienced or observed sexual harassment.

For recent graduates, identification of harassment is vital, according to Amy Schmidt, director of the Office of Career Planning and Counseling. "During the first year or so, they might have difficulty deciding whether what they're experiencing is sexual harassment or not." To help clarify the problem and some strategies for putting a stop to it, Schmidt produces a senior-year "Last Five Weeks Program" at Agnes Scott that includes guest lectures on office politics and sexual harassment in graduate school and career settings.

By definition, harassment involves unwelcome sexual advances, verbal or physical (see box, page 15) and extends to conduct that creates an intimidating, hostile or offensive working environment.

THE BIG DEAL IS
SEXUAL HARASSMENT
AND IT ISN'T
A JOKE.





WHAT'S THE BIG DEAL,
CAN'T YOU TAKE A JOKE?

Since Anita Hill accused then-Supreme Court candidate Clarence Thomas of sexual harassment, the issue has sharply focused.

Wellesley College Center for Research on Women has a Sexual Harassment in Schools Project headed by Nan Stein. She has received complaints of sexual harassment among adolescents in inner city-urban and rich suburban schools.

Public outrage was clearly expressed in a California jury's recent award of \$7.1 million in punitive damages to a former law secretary who experienced repeated incidents of sexual harassment during her three-months employment in the world's largest law firm, Baker & McKenzie.

From day to day, women ponder how they, their co-workers or their daughters should deal with harassment.

Martha Langelan, author of a landmark book, *Back Off! How to Confront and Stop Sexual Harassment and Harassers*, proposes that sexual harassment must be dealt with swiftly by direct confrontation that should name the offensive behavior, without preface or apology. A demand for the offending behavior to cease should be reinforced by eye contact and an I-mean-business stance. This need not be elaborate or shrill: She describes one woman on a crowded bus who, realizing that a man was taking advantage of the crush to

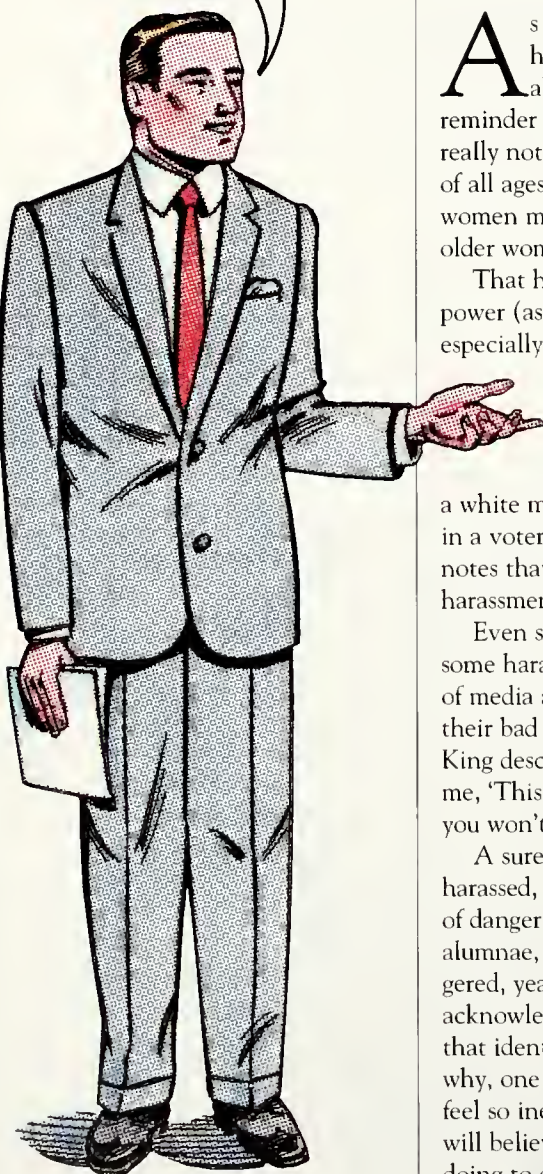
So you'll know it when you encounter it

The U.S. Equal Employment Opportunity Commission defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. The harassment must carry the implication that submission is explicitly or implicitly a term or condition of an individual's employment, and that one's submission or rejection of such conduct will become the basis for employment decisions. Sexual harassment also occurs when such conduct has "the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment."

WHY DON'T WE
GET AWAY THIS
WEEKEND TO
WORK ON THESE
DOCUMENTS?

IF YOU WANT TO
ADVANCE YOU'VE
GOT TO BE A
TEAM PLAYER!

WHAT'S YOUR
PROBLEM?



paw her derriere, reached around, grabbed his arm, held it high, and said loudly, "What was this hand doing on my ass?"

Harriet King '64, vice provost for academic affairs at Emory Law School in Atlanta, believes confrontation is ideal but not always possible. "It depends on your personality and the situation," she says. Kim Lamkin Drew '90, a public relations specialist who has used confrontation effectively, concurs. At trade shows, she says, "Most of the women are exhibitors—the men call them 'booth bimbos'—and their job is to draw men in and hand out trinkets.

"These men talk to me as if I were a 12-year-old," she continues. "I usually say, calmly, 'Why'd you say that to me?' Then I move into my demonstration of the technical equipment." This, she reports, usually leaves potential harassers tongue-tied.

As with battering and rape, sexual harassment is not about sex. "It's about power," says King. "It's a reminder that you're in a world where you're really not wanted." King finds that women of all ages are harassed; however, younger women may be openly propositioned, while older women endure things like crude jokes.

That harassment is related to issues of power (as is sexual discrimination) is especially evident in the double-barreled approach that some harassers aim at African American women. Civil Rights activist Fanny Lou Hamer told of a white man lifting her dress while she stood in a voter registration line. Author Langelan notes that companies harboring sexual harassment tend to tolerate racism, as well.

Even so, it's a problem made trickier by some harassers' responses to the recent blitz of media attention. Some are dressing up their bad behavior in strange camouflages. King describes one: "Colleagues will say to me, 'This is a sexist joke and since I know you won't mind it, I'll tell it.'"

A sure-fire sign that you have been harassed, according to Langelan, is a sense of danger. In recollections shared by polled alumnae, danger and embarrassment lingered, years after the events. Most who acknowledged being harassed were anxious that identities not be mentioned. Asked why, one recent graduate replied, "Because I feel so ineffective . . . You think no one will believe you or might ask what you are doing to encourage it."

That fear has a familiar ring to Cornelia Wallace '31, who never experienced harassment but observed plenty. "In bygone years, if a woman went to another employer and mentioned that [sexual harassment] was the reason she left [her previous job], they didn't want to hire her. She was viewed as a troublemaker," she says. A survey of 9,000 women by *Working Woman* magazine survey belies the survival of this type of double jeopardy: 25 percent of women who experienced sexual harassment were fired or forced to quit their jobs, whether they reported the harassment or not. No wonder women are angry. To whom might they report harassment? The Equal Employment Opportunity Commission—the very agency that Clarence Thomas once directed?

The Anita Hill saga in 1991 certainly amplified the dilemma. When Hill blew the whistle on Thomas, she became a target for searing scorn, much of it from women. A *U.S. News and World Report* survey at the time of the hearings showed that just 20 percent of respondents believed Hill and only eight percent thought the Senate Judiciary Committee's treatment of her was unfair. Sixty-nine percent of men believed Thomas and only 24 percent of women believed Hill.

It's maddening but true: More than half of the women who report harassment find that nothing happens to the one who harasses. Indeed, Clarence Thomas got a *Supreme* appointment. But Hill has blown the lid off a kettle of pent-up rage. By 1992, the percentage of women who believed Hill doubled, and the percentage of men who believed Thomas dropped to 44 percent. "The Anita Hill hearings served a great purpose. They brought the whole topic of sexual harassment into polite circles of conversation," explains Juliana Winters '72, a senior trial attorney with the Federal Aviation Administration (FAA) who serves as a legal adviser to the FAA Harassment Helpline.

King agrees. "The climate has changed a lot," she says. Businesses have snapped to attention and are scrambling to set policies. New employees now may hear a statement of such policies at orientation. One of Drew's employers requires all employees to sign a statement that they understand the firm's strict policy and will abide by it, or risk immediate dismissal. A recent Agnes Scott graduate says that her employer "set up special counselors that employees go to

for counseling on how to deal with situations, first by confronting the person. If it doesn't stop, you go to the counselor to plan the next action, which may lead to disciplinary action." This young woman is currently working with such a counselor to confront a co-worker's unwanted sexual advances that have progressed to physical contact.

Unfortunately, many companies are giving impressive lip service while below the gumline, harassment flourishes. Drew suggests sniffing out harassment halitosis during job interviews by inquiring, in a non-threatening manner, about the company's policy. She says, "If the employer says, 'Oh, that would never happen here,' it should raise your suspicions."

According to Langelan, there are three types of harassers. Predators harass as a sexual pastime. Dominators harass to boost their egos (for some, she says, this is a trial run for more aggressive behaviors, including rape). Strategists harass in a cold, calculated attempt to assert territory.

Strategists don't just want to humiliate, they want to humiliate and undermine in a crowded elevator, or before an auditorium full of colleagues—and their target is the woman on the rise. While some studies have shown that women with low self-esteem and pink-collar jobs are likely victims, the survey by *Working Women* magazine found that the higher a woman rises, the more likely she is to be harassed.

In these hard-bitten times of corporate downsizing and restructuring, strategic harassment has been elevated to a high art. And it sometimes comes from the most amazing places, including from other women. One pushing-fifty alumna, whose achievements were threatening to her female boss, was floored when the boss insinuated that there was hanky-panky going on between the alumna and a 28-year-old male co-worker.

Whatever the type and source of harassment, experts advise keeping a written account of harassment, even if a law suit seems unlikely at the time. The date, place, the exact words used or description of the offending behavior, and names of witnesses should be noted. These notes will help an uncertain victim recognize, after three or four notations, that there is indeed harassment. The written record is especially important if harassment is a pattern of institutionalized behavior that

is coming from several different directions. The log is essential if harassment escalates and a formal challenge becomes necessary. Author Langelan suggests that networking—in school, on the job, in the neighborhood—builds a powerful challenge to harassment. For one thing, victims who feel they have been singled out learn otherwise by hearing others' stories. For another, there is nothing that intimidates a harasser like the thought of having "15 angry women on his case."

It's a strategy especially suited to Agnes Scott women. As former Return-to-College student Lyn Smith Deardorff '84 observes, Agnes Scott alumnae do not go naked into the world: "We take our friendships, culture, nurturing and caring with us into the workplace." A number of poll respondents reinforced this. They mentioned mentoring their daughters and other women on dealing with sexual harassment, even when in despair about their own situations. Lynne Wilkins Fulmer '67 volunteers with a program that provides encouragement for harassment victims to take legal action—and a coach to see them through the process.

As studies and hearings plumb the depths of harassment, it's become clear that it begins much earlier than previously thought. Stein who heads the Wellesley sexual harassment project notes that children may not choose certain activities or classes because of harassment. In a *New York Times* column she said harassment poisons the environment and reinforces the idea that school is not a safe or just place. Discipline is a critical part of the solution, according to Stein. "Many high school boys we've interviewed said no one ever told them that they couldn't act like this. Their behavior had been accepted throughout grade school and middle school."

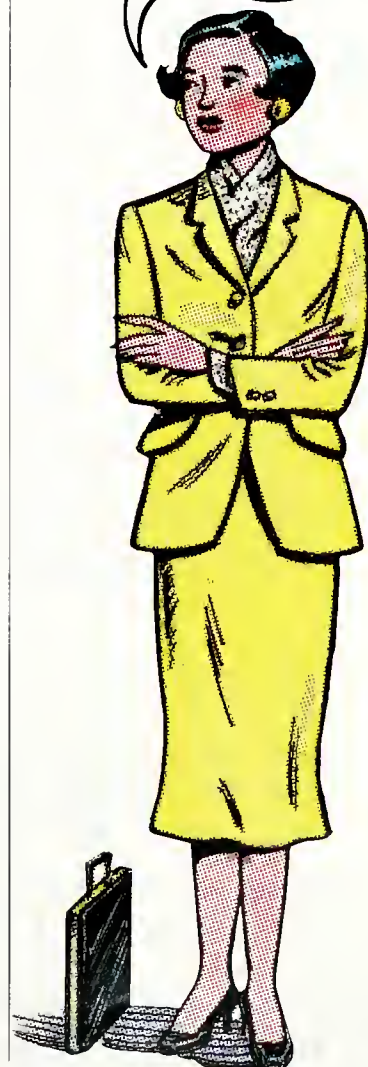
In this decade of challenges to sexual harassment, at least one schoolgirl and her mother have been publicly ridiculed since calling attention to the harassment that girls endure in schools, from little boys who are simply modeling their behavior on what they see and what goes unchallenged. There's a message in this for Scottie homemakers who thank their lucky stars that they're not in the middle of this corporate mess. Guess what, Moms and Grandmoms. You're our best hope.

—Jane Zanca '83 is a writer for the American Cancer Society in Atlanta.

WHY DON'T WE
WORK DURING
REGULAR HOURS
AT THE OFFICE?

WHAT GAME
ARE WE PLAYING?

IT'S YOUR
PROBLEM! SEXUAL
HARASSMENT IS
AGAINST THE LAW.





A CULTURAL IMMERSION

Thirteen accomplished women artists join photographer Pinky Bass '58 on a pilgrimage to Oaxaca de Juárez, Oaxaca, Mexico

By Celeste Pennington
Photography by Paul Obregón

Thin, sharp palm fronds stick up, bright green against a brilliant sky. Worshipers—mostly women and children—walk across the dusty plain toward the 16th century *Santiago Monasterio de Cuilapan* for the blessing of the palms. “When we sing, it gives us joy—even if we don’t sing very well,” a young woman explains in Spanish. She joins others along ancient stone walls.

A priest sprinkles the crowd with holy



Over a period of six months, women artists dip into another culture—as during the Blessing of the Palms at the ancient Monasterio de Cuilapan (left)—then produce works culminating in an exhibit, “Bi-locacións” at a local gallery. Alumna Kitty Couch (below) suspends her sculpture of a dog made from *pâpier maché*; photographer Bass’s mixed media reinterprets the sacred image.



water. “The two Americans with palms. They are believers,” an old man says and gestures toward two women in their midst.

The women are fine art photographers from Alabama, on sabbatical in Mexico’s southernmost state of Oaxaca [wah HAH kah]. Marion McCall “Pinky” Bass ’58, a Bible major at Agnes Scott and former Presbyterian missionary to Mexico, is the organizer; with her is McLeod Turner of Mobile.

“I’m looking for things not of this world,” says Bass, equipped with a tape recorder and camera to collect the *milagros* of the moment.

This Palm Sunday she and Turner have broken away from the group of primarily Southeastern artists—painters, potters, sculptors—to be a part of the pre-Easter observance. “A month to direct myself in a place like this offers such an opportunity for growth,” says Turner. “To be around so many artists has been wonderful.”

“To be around so many artists has been wonderful.”

“With pencil in hand, the image I produce is basically up to me. But I can’t orchestrate photography. My manner of working is not to preconceive. So it always comes out a surprise. Always.”



For each of the dozen artists, the pilgrimage to Oaxaca—whether for a few weeks or several months—offers the opportunity to live simply, to immerse oneself in another culture and to take time to retreat, to reflect, to work.

Among the six gathered through the Holy Week is Agnes Scott alumna Clara Rountree “Kitty” Couch ’43, a North Carolina ceramic sculptor and Bass’s frequent collaborator. On this trip, Couch connects with Enedina Enríquez-López, a native potter. As the two women work in clay, Couch has learned conversational Spanish.

Constance J. Thalken (her photos will be on exhibit at the ASC Dana Gallery through December 9) has a BFA from Yale and teaches photography at Georgia State University. Equipped with a Spanish dictionary—and an old Mamiya press camera—each day she catches a taxi or bus and sets out to photograph a different site.

Bass, who often photographs with homemade pinhole cameras (she built a two-story pinhole camera for the Atlanta Arts Festival one year), moves back and forth from shooting and developing film to printing in the darkroom set up in her quarters at the Hotel Xandu. For her, the art of photography is

full of unorthodox choices and surprise.

From a roll of film, she may select the frame accidentally thrown out of focus. She has used a slide projector as an enlarger—she has sewn together her photographic images. On one print she may pour Clorox. She may select the frame with multiple exposures for another. “I get bored” she explains, “if I don’t try new things.”

A self-described mystic, Bass is constantly pushing her boundaries. “With pencil in hand, the image I produce is basically up to me,” she explains, “but I can’t orchestrate this.” Working with black-and-white film and 32x40-inch paper, her images are emotionally charged, haunting—often unexpected, even to Bass. “My manner of working is not to preconceive. So it always comes out a surprise. Always.

“When my work is very personal—and when it transcends me—this is my goal.”

Each artist finds different expression. Alumna Couch and Oaxaca area artist Enedina Enríquez-López (above) talk and joke in Spanish as they shift pottery shards and prepare to fire pottery in an earthen kiln at Enríquez’ home in Santa Maria de Atzompa; at right, alumna Bass sifts through a stack of oversized prints.



"I came here to find—to rediscover—my voice. I live in both worlds."

With dust trailing, the Chevy Blazer bumps along roads that connect the barrios. Bass, with a van-load of artists in tow, may cut a swath through a dry river bed that divides one tiny community from another or, like today, nose the vehicle up a narrow, winding road toward prehistoric ruins.

First, she has stopped to pay respects to native friends and to pick up twice mayor of nearby Santiago Suchilquitongo, Vidal Cruz Vásquez.

When the uphill trail fades into a foot path, Bass parks, and the silver-haired Vásquez leads to the excavation site of steep, white pyramid-like structures. Aztec Indians may have founded Oaxaca, but Zapotec and Mixtec Indians were here when European Christians arrived, Vásquez explains. On the site of worship and burial of an earlier civilization, Vásquez's own generation has planted a cross.

Mexico, with its striking layer-on-layer of culture, folkways and religion, affords the



Vidal Cruz Vásquez (above), recounts how he helped a German archeologist remove wheelbarrow after wheelbarrow of rocks to excavate a portion of the pyramid-like ruins outside Oaxaca. As Bass and Vásquez chat in Spanish (right), Couch examines pieces of pottery she finds near the site. Couch travels extensively, having served as an artist-in-residence in Italy and studied pottery-making in India and Nepal. "Why not experience those other worlds?"



artists an interesting context both for examining matters of faith and for making inward journeys.

After the loss of several loved ones, Couch is learning how people in different cultures view death and is expressing that in her art. Earlier, Couch spent three months at the University of Cuenca in Ecuador, teaching ceramics and studying native customs related to aging and death.

Bass, whose work is introspective and self-revealing, keeps detailed journals—and

encourages the other artists to do the same. Mornings, they gather to talk about their dreams, each other's work, grants, books, a cure for *turista* or ingredients for *taco sopa*. Evenings are also loosely structured for time to share meals and interact.

Bi-locacións, the artists have named the culminating exhibit of their work here. "I came here to find—to rediscover—my voice," says Bass who lived in Mexico from 1962-66 and returns frequently to Oaxaca. "I live in both worlds,"



"My whole object is to pursue my photography" she says. "I've got all these negatives. What I want to do now is go home and print. . . ."



A few small jars of paint still stand in a box outside the kitchen door—inside, negatives dangle from a clothespin in the kitchen-studio-living room at the Hotel Xandu—two garlic cloves hang above the sink where Bass pours a coffee pot of boiling water to rinse the breakfast dishes and then makes an iodine-water solution for soaking small, ripe tomatoes.

Behind the hotel, in a space populated with bedsprings and a pomegranate tree,

Couch builds a fire in the bottom of a rusted oil drum-turned-kiln, spreads the ashes around, then sets pottery inside. "Hear that draft going?" she asks as the sound of the fire crackles and grows to a soft roar. She gathers more wood to build a second fire on top of the plates. "I can do this because these pieces have already been fired." Otherwise, she says, grinning, "they would blow up." As Couch stirs the flame, she talks about how smoke from the fire will penetrate the clay, giving it a softer, dark patina.



This is among the last of their projects—in just a few days, Couch, Bass and the final group of artists will pack up their belongings and head back to the United States.

On Maundy Thursday, the group drives into the provincial capital, the City of Oaxaca, for a meal. Then with the pre-Easter throng, they move slowly from centuries-old cathedral to cathedral and on into Zócalo, the stylish central plaza.

For six months, Bass has had the hectic

pleasure of providing a place for a dozen other artists to share ideas and work—and the opportunity to resume life in her other world.

Now she is eager to finish the work only begun here. “My whole object is to pursue my photography” she says. “I’ve got all these negatives. What I want to do now is go home and print. . . .

“The camera transforms,” explains Bass. “When I took photography, it was, ‘Oh, this is what I had been looking for all my life.’ ”

The art of living simply—and the joy of native hospitality—draw Bass and Couch back to Oaxaca. “If you wake up and you hear music, if you can’t go to sleep, follow the music,” advises Bass. “Wherever you find music, you will find a party. And even though you are a stranger, the people will invite you in, and treat you as a special guest.”

HIRE EDUCATION

By Mary Alma Durrett

When Mary Jordan graduated from ASC in May, she was one of 1.2 million college students looking for a job. How she found one is the result of self-motivation and assistance from the college's Office of Career Planning and Counseling.

This September, with video camera in tow, Mary Jordan '94 found herself jetting toward one of the biggest national stories of the year: the shift in power in Haiti and America sending troops there. Just a few months earlier she had been knee-deep (literally) in one of the most dramatic regional stories of 1994—the muddy overflow of the Flint and Chattahoochee rivers in south Georgia and Alabama. Both times, she was right where she wanted to be, riding the crest of a breaking news wave.

One of 1.2 million students graduating with bachelor's degrees in 1993-94, this Tallahassee native began working for a CBS affiliate station in Dothan, Ala., before the ink on her diploma was two days old. Parlaying her English literature degree and good looks into a news reporting slot for WTVY-TV, Jordan saw an aggressive job hunt and years of preparation pay off.

By all accounts, Jordan seemed to know instinctively how to shape a career plan and pursue a job. Carolyn Wynens, manager of community relations and special events, who oversaw Jordan at work one summer, says that very early in her first year, Jordan “just wowed us with desire and spunk. She brought by a sort of marketing plan of what she could do for us. We were amused and delighted by it and eventually she went to work for us. She was just as young and just as wide eyed as the typical student but the difference was in her focus.”

With a predetermined interest in public relations and past work experience in the field, “she seemed to have incredible clarity of purpose.”

While her purpose shifted slightly when she was exposed to news reporting, her drive suffered none for the shift. After an internship at CNN in Atlanta, she pursued an exchange semester in journalism at American University in Washington, D.C., (covering the White House), then a news

reporting internship at Channel 5 in Atlanta. In addition to garnering work experience in her field of interest, she sought help from people in the profession, both alumnae and non-alumnae, and worked after hours to gain extra skills and to edit her own promotional video. The result: a job secured before graduation.

Jordan was indeed a natural. She used the Office of Career Planning and Counseling occasionally for resource materials and served on its student Career Advisory Board, but for the most part, was self-motivated.

Most students need a bit more assistance in getting their career motors running. Many are unsure of selecting a major, let alone a career, so they go through the “soul searching” process with tests and interest assessments before they can identify and narrow the field of options. For these students, career planning offers the Myers-Briggs Type Indicator, Strong Campbell Interest Inventory and SIGI-Plus computer program, all tools for determining interest or identifying specific jobs that match interest.

For seniors, the options are many. At the beginning of each year, CP&C sends each senior a *Job Choices* magazine, produced by the College Placement Council, which relays up-to-date information about the job market. They also receive a calendar of workshops and recruitment visits available through CP&C, a sample résumé, and a “Senior Time Line” of what should be done by what time. Before graduation, CP&C offers seniors these opportunities:

- SEPTEMBER AND OCTOBER: Initial discussions with the career counselors and numerous résumé writing and interviewing skills workshops.
- NOVEMBER: Mock interviews on video—taped and evaluated by the CP&C staff.
- DECEMBER: Begin to organize for job



search and start networking with friends, family and professionals.

- JANUARY: Time for externships, to research companies and to begin writing cover letters for the Résumé Recruitment Program.
- FEBRUARY: Sign-ups for on-campus interviews with potential employers.
- MARCH: CP&C encourages students to apply for numerous job positions.
- APRIL: "The Last Five Weeks" series of evening workshops prepares the soon-to-be graduates for apartment- or house-hunting, establishing credit, office or graduate school politics, confronting sexual harassment, creating a professional image through dress, and saying good-bye to friends.

Holly Demuth '95 from Kingsport, Tenn., has followed career planning's advice since her earliest college days. She remembers entering Agnes Scott with intentions of pursuing math but becoming disillusioned. Once the math moved away from numbers toward the more theoretical aspects, she says, "I kind of lost interest. But I enjoyed the practical applications of math within chemistry. Advisers helped me select chemistry as my major. I began going to career planning after taking a Myers-Briggs test. Staff there helped me find out who I am and what I wanted in

general. They helped me put in concrete terms what was important to me."

Amy Schmidt, director of CP&C since 1986, says "Not every student is ready to deal with certain issues at the same time." Many first-year students are working through homesickness—others bring more difficult problems from home (insecurity, abuse, eating disorders, etc.) that need to be confronted before tackling career-related questions.

The desire to address the students' needs more holistically and to increase use of the services (286 students used the career counseling office in 1993-94, 101 students required the services of the personal counselor) lead to the consolidation of personal and career counseling areas this past year. With the consolidation came a formal name change from career planning and placement to career planning and counseling. "What's fairly neat about our arrangement is that although we are unified, geographically we remain separate," says Schmidt who directs both areas.

With services from the two offices, ASC students should be able to attain "the general wellness model of personal development and growth" for which Schmidt and her staff encourage students to strive. As a result of consolidation, career and personal counseling areas will be working collaboratively. One of the first such projects: an eight-week series of self-esteem sessions conducted by Margaret Shirley '81, the personal counselor, and CP&C Assistant Director Kathy King. "There's a lot that we would like to do that would take multiple sessions," King points out, "but it's difficult to get a commitment to that."

Getting students in significant numbers to come to workshops remains a challenge. Low attendance can be "discouraging," admits King, but she and Schmidt and the Student Career Advisory Board are constantly trying out new ways to bring students in, through innovative programming and scheduling. "I want to try to [target] programs more directly to student organizations."

"I'm really not sure why students don't use [the center] more," says Demuth. "I think for many people coming face-to-face with the future can be very frightening."

Some students think they need a detailed plan for the future, before engaging the help of career planning. Yet CP&C has resources for students at various stages of inquiry,

Finding a job takes planning and determination.

English literature major Mary Jordan '94 (left, on assignment in Conyers, Ga.) parlayed aggressive job hunting and years of preparation to shape a career in television news reporting. She now works for WTVY-TV, an Alabama station.



MAT student Aimee Turner, right, with Kathy King, assistant director of Career Planning and Counseling, who directs a résumé-writing workshop in the career library.

Career Advisory Board Members 1994-95

Carrie Mastromarino '96,
chair
Annette Dumford '95
Keri Randolph '97
Jackie Reynolds '96
Leigh Feagin '97
Margie Weir '98
Robin Perry '96
Akeley David '97
Becky Wilson '97
Amanda Daws '98
Sasha Mandic '97
Tomekia Strickland '97

including a career library with 800 books, periodicals and tapes.

Many students, she acknowledges, are at the "I don't have any idea what I want to do stage." Often, Schmidt will recommend that these students should sample fields of interest through internships, externships or shadow experiential programs.

This past year, 43 students participated in 46 internships in the Atlanta metropolitan area lasting from a few weeks to a full semester. Twenty-three students participated in week-long externships (75 percent of which were sponsored by alumnae of the College). Twelve students took advantage of 14 one-day experiences "shadowing" professionals. Schmidt recommends these programs as ways of trying different careers. Recalls Demuth: "I followed two pharmacists in my hometown of Kingsport. One pharmacist was in a hospital and one was in a [free-standing] pharmacy. By the end of the experience, she says, "I realized I didn't want to 'lick, stick and count.' That profession had seemed very appealing to me, but I found that it required a gross amount of education for the work performed from day to day."

Often short-term work experiences afford students' learning as much about what they do not want to do as what they want to do.

At Agnes Scott, experiential programs are enhanced by alumnae involvement. CP&C has a database of 1,800 alumnae who serve as resource people for students shopping the job market. Now in the planning stages is a Sophomore Mentoring Program

to connect each sophomore with an alumnae mentor in a matching field of interest.

Convincing students that career planning is important—and fun—remains a constant challenge to Schmidt. In one effort to accomplish that, during orientation CP&C served as host site for a focus group session using the SIGI-Plus computer software program. Yet statistical findings in career planning should be enough to sway the doubtful. The 1995 *Job Choices* magazine reported a recent survey of liberal arts graduates showing that students who used a college career center received more job offers, received their offers earlier, and received higher starting salary offers than those who did not use the center.

Demuth does not view the role of career planning as a "job placement agency." Agrees Jordan, "It's up to the student to go beyond what they learn in CP&C and fight for the position they want."

She took the advice of ABC television correspondent Sam Donaldson, who said, "When everyone else was at home sleeping, I was in the news room working." When she returned from her Washington semester she was admittedly "obsessed with getting a job." She landed an internship with WAGA-TV in Atlanta and often worked as late as 3 or 4 a.m. to get experience.

Jordan and others agree with Schmidt's most basic admonition: "You can't expect somebody else to lay out a path for you."

THE CP&C STAFF

ASC's Office of Career Planning and Counseling offers Scotties guidance and support in the quest for jobs after graduation.

The counseling services of Agnes Scott College, overseen by the Office of the Dean of Students, were recently reorganized. Career counseling, personal advising and multicultural counseling are now unified under Career Planning & Counseling but are housed in two locations.

"We wanted career planning to be right in the middle of everything; we wanted people to trip over us," comments Amy Schmidt, director of career planning and counseling.

So the decision was made to keep that office on the first floor of Agnes Scott Hall. "There was also a need for the personal counseling offices to be off the beaten path."

In addition, personal counseling needed more space for group sessions, discrete access to the counselors, an office for the newly-named advisor for multicultural affairs, Karen Green '86, and an office for volunteer activities with the College Chaplain, the Rev. Paige M. McRight '68, who is also affiliated with CP&C. So the Center for Counseling and Multicultural Affairs (personal counseling), was created this fall and is on the first floor of Winship Residence Hall. Margaret Shirley '81, the personal counselor, notes, "We wanted to legitimize counseling here and this was a move to do that."

Members of the CP&C staff include:

■ **AMY SCHMIDT:** *Director, career planning and counseling, since 1986.* Received master's degree in college student personnel administration and counseling and guidance from Indiana University in 1978. Her undergraduate degree in English and psychology was from Centre College in Danville, Ky. Before coming to Agnes Scott, she served six years as one of two career counselors for Memphis State University and for two years as assistant director of career planning for Indiana University. Her office is in Main.

■ **KATHY KING:** *Assistant director since*

March. Having come from Old Dominion University in Norfolk, Va., King served as student services specialist and career counselor in career services before moving to the Atlanta area. She received her master's degree in community/agency counseling in

1992 from Old Dominion and her B.S. in education in 1976 from West Chester University of Pennsylvania. Her office is in Main.

■ **MARGARET SHIRLEY '81:** *Personal counselor since 1987.* Received her master's degree in counseling from Georgia State University and her undergraduate degree in psychology from Agnes Scott. Her office is in Winship.

■ **PAIGE M. MCRIGHT '68:** *The Julia Thompson Smith Chaplain of the College since August.* McRight is affiliated with CP&C and splits her time between the Center for Counseling and Multicultural Affairs in Winship. An ordained Presbyterian minister, McRight was most recently associate pastor of First Presbyterian Church in St. Petersburg, Fla. She received her M.Div. from Princeton Theological Seminary in 1971. Her bachelor's degree is in Bible. Her office, across from the chapel, is on the upper level of Alston Center.

■ **KAREN GREEN '86:** *Advisor for multicultural affairs at ASC since August.* Green is employed part-time and is working on a master's of divinity degree at the Candler School of Theology at Emory. She returned to Agnes Scott after serving as director of multi-cultural affairs at Hamilton College in Hamilton, N.Y., for four years. Previously, Green served as director of student activities and housing at Agnes Scott after receiving her bachelor's degree from ASC. Her office is in Winship.

■ **MISTY DUMAS:** *Secretary since July 1993.* Dumas came to Decatur from Eureka, Calif. She received an associate degree in police science from the College of the Redwoods in 1985. Dumas has an office in Main.



A Summary of Career Planning Services

- ✓ Individual Career Counseling
- ✓ Myers-Briggs Type Indicator
- ✓ SIGI-Plus computer program
- ✓ Strong-Campbell Interest Inventory
- ✓ Career Advisory Board (all student members)
- ✓ Career Workshops
- ✓ Convocations featuring career-related speakers
- ✓ Alumnae database for networking and mentors (1,800 names)
- ✓ New student orientation Prospective students assist admission office
- ✓ Extern, intern, shadow experiential programs Career library (800 resources)
- ✓ "The Last Five Weeks" Series



FIFTY YEARS AGO— A REMEMBRANCE

A half century later, the more things change, the more they remain the same.

By Marybeth Little Weston Lobdell

T*o reach Agnes Scott, some of us traveled by train from far away—Mother and I boarded in west Texas—and the trains were crowded with young men in uniform. It was a dressy occasion; we wore high heels and hats. As students registered for fall term, we did not guess that many historians would designate 1944 as the most pivotal year of the century.*

We arrived on campus the fall of 1944 wearing high heels and shiny rayon stockings—silk and nylon had gone to war. We wore hats. Ladies dressed up when traveling, and we were ladies, or tried to be. To reach campus, we traveled by trolley from downtown Atlanta or by family car using saved-up gas coupons and threadbare tires. Some of us traveled by train from far away—Mother and I boarded in west Texas, and the trains were crowded with young men in uniform.

As we began fall classes, Allied troops entered Germany and the Nazis were bombing London with V-2 rockets. In October, the biggest naval engagement in history, the Battle for Leyte Gulf in the Pacific theater, proved a great victory over the Japanese. Russia moved into Hungary and Yugoslavia.

And in November, President Franklin Roosevelt was elected to a fourth term, with Harry Truman as his vice president.

World War II was being fought on all sides of the world. Brothers and high school beaux were at boot camp or in submarines, ships, planes . . . or on bloody battlefields. Unlike the women who shared some of their hardships or worked in factories, we were privileged teenagers headed for a beautiful shelter in the midst of the storm. Our college, Agnes Scott, took women students seriously—and exclusively—and we liked that. It also had some limitations and rules that seemed, even then, quaint and a tad eccentric. College women today would find most of the social customs tyrannical.

Registering for the 1944-45 first year, we did not guess that many historians would designate this as the most pivotal year of the century. The Allies would overthrow Nazi

Germany and imperial Japan; lines would be drawn between the Soviets and the West that would remain frozen almost 50 years, and the discovery of the horrors of the Holocaust and the aftermath of Hiroshima would haunt the world's dreams and faith in humanity for generations.

But for most of us at college that year, the first-year memories and snapshots seem unbelievably innocent and cocooned.

In 1944, most first-year students were 16 or 17 years old; high schools in the South then had only three years. Many of my classmates had been the valedictorian or salutatorian of their high school classes. Many had been elected best citizen or best Latin class student or best something.

Each of us arrived with big heavy trunks packed with cardigan sweaters, short skirts, saddle-shoes and at least one glamorous evening gown even if we didn't know anyone in town (I didn't). We would dine formally one night a month on campus, and we hoped to be asked to a big-band dance at then all-male Georgia Tech or Emory University. If we got a nod only from the Cotillion Club on campus, we could still put on a long dress, tromp over to a Victorian parlor in Main, and wistfully practice our dancing skills with each other.

Even if male partners were scarce, 1944 music was too good to be missed. Cole Porter gave us "Don't Fence Me In." Harry James played Duke Ellington's "I'm Beginning to See the Light." Jerome Kern and Johnny Mercer (from Savannah) wrote "Ac-cent-tchu-ate the Positive." Judy Garland sang "Have Yourself a Merry Little Christmas," and because my name was Mary Little, friends penned that on my Christmas cards.

To go dancing, or out on any date anywhere, we had to sign forms in the Dean's office. The questions included the boy's who-what-when-where-why, and how we could be reached—the kind of query I would later inflict on my own children for their good and my peace of mind. Agnes Scott expected us home and safe in our beds early. The dorm was a citadel no male could enter—except the first and last day of school, to carry luggage. Dean Carrie Scandrett would chat in her office with the young men and tell them to take good care of us, and then she'd wink. She had a winsome smile and a permanent blink, and our befuddled dates swore they didn't know whether she was flirting or telling them to have a real good time with us, *wink, wink*.

In the dormitory, we had one phone for a floor of 24 girls with ears perked for every call. (We called ourselves girls then, and

I'm on the left, with my roommate, Nancy Greer Alexander, and Navy man Allen Reagen and his buddy. To go dancing, or on any date anywhere, we had to sign forms that asked the boy's who-what-when-where, and how we could be reached. Agnes Scott expected us safe in our beds early. The dorm was a citadel no male could enter.



Pleated skirt, cardigan, pearls—if not typical dress, not unusual either. And the times seemed so peaceful. We were isolated from war. Yet it touched us, too. Much was rationed. But love was not. And in some ways the intensity and poignancy of our letter writing and dating were magnified by the urgency of

sometimes still do.)

An urgent call came the first week to a student who had a friend at Emory. "Can you line up some girls to come over to the fraternity house to help with Rush?" Oh, we rushed to get there, the biggest snag being that to go anywhere we had to have a senior chaperone. That meant scaring up a wet-behind-the-ears date for an old maid senior, assuming we could scare up a willing senior. Many of them, like some of the first-year students, were worrying about—or grieving over—boyfriends or husbands in the war.

The quaint rule about senior chaperones had a nice side effect. It quickly acquainted us with upperclass students who showed us the ropes. In no time, we had learned what some women didn't see until the '70s feminist revolution: women have a talent for helping friends, and men friends come and go but female friendships are steadfast.

Our lights-out curfew on week nights was 10:45 p.m. Most of us spent five or six hours a day studying at the library, and in our brief evenings we combined homework and beauty routines as best we could. Some girls would sit in almost yoga position in our wide dormitory hall, book in lap, fingers clenched in front of the bosom, pulling, never wasting a moment trying to change an A cup to a B while changing a B grade to an A. Others would stand while reading, gently bumping the wall, hoping to expand the mind while reducing the derriere. The dorm's stately architecture held together while we tried to re-do our own.

We talked after turning off the lights, often of love, often of race and religion, sometimes of war. Because we were an all-girls school, we learned what we could about "the real world" by reading and by imagination and discussion. I remember intense conversations in the dating parlors, only a few steps from the Dean's office, all doors open. We learned to sympathize with the plight of literary lovers separated by custom and decree—Romeo and Juliet, Tristan and Isolde, even Bottom's ludicrous Pyramus and Thisbe.

We were an all-white school, as well, not by rule but because no one of another race had yet applied, and no one had been recruited. Many of us had known "colored people" we respected as children, but grownup interracial friendships were rare. Our era preceded even *Driving Miss Daisy*,



but we were sensitive to injustice and scornful of some parents' attitudes.

I think of other mental snapshots: The day-students who were such good organizers of their own time and of class politics—some were scholarship students with jobs, and some were to be Atlanta debutantes. Bright autumn days when the tennis and field hockey players made us all long to be athletes. Dormitory ironing boards, always in use, for pressing blouses and dresses and even veils for the hats we wore on Sundays. We did not need a chaperone to go to church and see some of Atlanta and have a long lunch. Southern food was not called soul food then, but that's what we liked at Mammy's Shanty and Aunt Fanny's Cabin. The greatest preacher we heard was the handsome Scotsman Peter Marshall, who was made even more famous by his Agnes Scott wife, Catherine Marshall, in her book, *A Man Called Peter*.

We went to operas and concerts. The first live symphony I ever heard was in the old auditorium with wooden floors where the Atlanta Symphony played. I did not realize then that the orchestra was also in its first year. I remember my blush when a Tech boy lightly put his hand on mine at the end of the first movement, for I had clapped, alone, not knowing I should wait until all that glory was at an end. He was gallant and told me later it had given him a good excuse.

The year 1944 produced no little excite-

ment in literature: T. S. Eliot's *Four Quartets*; W. Somerset Maugham's *The Razor's Edge*—a popular book and later a movie; Tennessee Williams' *The Glass Menagerie* and Georgian Lillian Smith's *Strange Fruit*—images of southern life new to the rest of the country, and even to most of us. Faculty members sometimes talked with us about what they were reading and what we might enjoy come summer. Their concern for us during the pressures of exam week had brought about a dated but endearing tradition: tea at the Candler building, complete with pretty teacups and polite conversation with faculty members. In the midst of the squalor of exam week, it was encouraging to know they still considered us part of their community of scholars.

Of course, there were rumors that all was not pure innocence in this Adamless Eden. It was whispered that some students had enjoyed forbidden puffs of cigarettes at the nearby Decatur depot. The only place Agnes Scott students could smoke was in a private home, but cigarettes were in short supply and were, in fact, considered thoughtful hostess gifts. Meat, cheese, canned goods, gasoline, even shoes were rationed. Wages, salaries and prices were frozen in 1943 to forestall inflation. We were frugal in everything except, as I recall, splashing on perfumes: Prince Matchabelli and Wind Song. Somehow they just didn't linger like our mothers' pre-war French perfume.

Love is not rationed in wartime, and in some ways the intensity and poignancy of our letter writing and dating were magnified by the urgency of war. No one knew when this war would end. No one knew who would live beyond 18 or 19. One girl confided at a late night talkfest (we never called them anything so indelicate as a bull-session) that yes, she had gone to "first base, and second base" with a boy—*gasp*—but "of course not to third."

Most of us thought in our heart of hearts that we were the only ones who liked to be kissed; friends and writers did not confess much then. The college offered a non-credit Marriage Class, but it was limited to those the college thought would need it—seniors, and underclasswomen if they were engaged. Our senior lecturer was a married doctor of medicine, pregnant, clearly a good example. (I never heard the word lesbian in college though if asked, we knew Sappho was a poet

who lived on an island called Lesbos. A 12-year-old grandchild today probably knows more than we did.)

We haunted the mailroom for letters, but as our first year wore on, we began to see that some of our old hometown throbs didn't spell too well, or more important, couldn't understand what was so splendid about such things as our cherished honor system. It seemed so clear to us that we would cheat ourselves and friends of a true education if we cheated on a test or paper or helped a buddy cheat. Learning was for the rest of our lives. I was even disappointed in a Texas beau who failed to fathom my excitement in "heaven in a wildflower, eternity in an hour."

But by then, we were dazzled by the new company we kept—Sophocles, Plato, Shakespeare, Newton, Bach, Moliere, Darwin, Dickinson, Freud and our frequent campus visitor, poet Robert Frost. Even for first-year students, the emphasis was on the eternal.

In that amazing year, it was not the professors who were isolated; it was we who wore blinders because of our youth and our backgrounds. Yet I am truly thankful now for that place of quietness, despite our insular self-absorption. I am glad the professors did not drop everything to teach current events. In hindsight I think our alumnae were made strong by an old-fashioned liberal arts education, serious theological searchings, examination of conscience about politics and race, and long discussions not just about men but about humankind. We each had a seemingly impractical but, in fact, powerful preparation for a life ahead full of surprises and hard questions, sometimes unanswerable.

We were lucky in the company we kept—schoolmates who cared and played fair, professors who respected our academic honor and work, and the great men and women whose words and music we read and heard, whose paintings and experiments and decisions we pondered.

College students still need, I believe, the chance to prepare for their own turbulent times by losing themselves in the timeless.

Despite our difference in dress and decorum, and certainly in dance music, students today have made the same fortunate choice in Agnes Scott that we did.

—Marybeth Little Weston Lobdell '49
lives in New York City.

Our alumnae were made strong by an old-fashioned liberal arts education, serious theological searchings, examination of conscience about politics and race, and long discussions about humankind. We had an impractical but, in fact, powerful preparation for a life ahead full of surprises and hard questions.

ON CAMPUS

Computers now link ASC with the world . . . and with new possibilities.

From a computer terminal in Australia, he types via Internet to his girlfriend at Agnes Scott: *I don't want to be apart like this Willa. I want to be with you to stay!*

She responds: *I want to be with you. . . .*

If this sounds like modern romance, it is. Two years ago, Willa Hendrickson '94, now a Scott-Free Year 5 student, and Duncan McIntyre, a psychology major at the Australian National University in Canberra, met through a computer game with an international mix of players on Internet, the world's largest computer network. Internet enables computers of all kinds—including thousands from universities, corporations and government offices around the globe—to communicate with one another).

Hendrickson kept "running into" McIntyre as they played on Internet. Over a period of months, the two developed a relationship separated by thousands of miles but connected by technology.

By this past fall, when Agnes Scott's Information Technology Enhancement

Program (ITEP) got on line with Internet, Hendrickson could pick up her long-distance computer communication at Agnes Scott. As it turned out, the prelude to McIntyre's telephone proposal of marriage was via the computer.

Students like these are finding that with ITEP, the campus bulletins can be read by E-mail (set up for private messages), and on-line database searches to remote locations can be conducted (a grant from the National Science Foundation pays the fee for ASC's unlimited use of Internet).

According to Tom Maier, director of information technology services, virtually all staff and faculty and about 40 percent of the students are using the computer network. Students not yet linked to the network in their residence hall rooms are in a "period of discovery," says Maier.

"Students wanted to see the value of E-mail, the electronic access to library systems and other Internet resources. Now that they've seen the benefits they want to get connected."

Kim Wright '95, the student representative on the

MARY ALMA DURRETT PHOTO



Students, staff and faculty are using the campus' new Information Technology Enhancement Program (ITEP), but few have used it more successfully than Willa Hendrickson and Duncan McIntyre of Australia. The pair met and fell in love communicating over Internet, the international computer linkup.

telecommunications committee for ITEP, agrees. "Students wanted cable television and liked the idea of voice mail. But a lot of students didn't understand the Internet and its capability."

Students are using Internet for study and fun.

Hendrickson's long-distance romance began one evening when she and McIntyre both logged on to a M.U.D. (Multi-User Domain) game. They continued to correspond, first by computer, then by letter.

Since then, Hendrickson and McIntyre have visited during summer and holiday breaks.

Faculty members also are corresponding around the globe. Larry Riddle,

chair of the mathematics department, recently put out a network search for the author of an unpublished article. Within one day he had a reply. On campus, students have used the network to pass questions to Riddle about homework. "The network is most useful to promote more interaction between students and teacher. We can have a discussion group for a class and students don't necessarily have to call me, but instead can use the computer," Riddle says.

Plans for ITEP involve the electronic transfer of information such as transcripts. However, this will not occur until security issues have been resolved. Hardware and software

security methods now protect the flow of information to and from campus. Access to individual accounts requires a password.

Other plans for 1995 include an upgrade to a higher Internet connection speed. Maier says the upgrade is needed because the network is changing from text-based information to graphics, video and sound. "Video can be used in teleconferencing and distance education. Students would be able to attend lectures at other campuses—to see the professor and ask questions. But the quality of image and sound on computer is not on par with TV yet."

Also on the drawing board is the ASC Faculty Development Center that will house four computers

equipped to develop multimedia applications for instruction.

ASC-TV, the campus television system, began operation in late fall. In addition to cable stations, 10 channels are set aside for satellite campus programming. The campus channels air taped videos and a bulletin board for community events.

In the meantime, Agnes Scott's Willa Hendrickson and Duncan McIntyre plan a December wedding in Atlanta. After she completes her degree, she will join him in Australia.

And Internet?

Hendrickson says it will continue to link them with friends in the States—and with her father at his computer in Atlanta.

—Audrey Arthur

Farewell to an old campus beauty.

On a campus known for trees, the Presser

Dogwood stands out. For more than a century the elegant old dogwood has graced its corner of Agnes Scott. Each spring, its multiple trunks and graceful limbs loft a canopy of white blossoms above the walkway at the west end of Presser Quadrangle.

Many know the tree and know its name. But no one seems to know whether it was a planting or the coincidence of a wooded countryside. Whether benign or purposeful, it grew undisturbed and at some point became a backyard tree for a house that once faced McDonough Street.

In 1940, houses along the street were razed to make way for the construction of Presser Hall and the old dogwood was to be cut down. In battles of beauty versus utility, often beauty is sacrificed—especially when money is involved. It would cost \$10,000, a significant sum even today, to change the plans, relocate the building and save the tree. Yet that happened.

"It was a remarkable

decision," says Victoria Lambert, manager of campus services, "remarkable that it happened. That kind of decision needs to be made today more than ever, and it's even less likely." To make that same decision today would cost \$106,000.

No records note who made the decision in 1940, of the thinking and arguments that went into it. But whoever did left a legacy that has lasted 50 years, and unknowingly created an icon that for many symbolizes the heart of the ASC campus. "It's one of those things that becomes a cultural symbol without the institution even knowing it," says Terry McGehee, professor of art. "The shape of the tree, with its location, has a presence that's significant beyond the tree itself."

Next spring, a self-guided tour of trees on the Agnes Scott campus will be published. The Presser Dogwood will not be among them. "Each year its leaves are a little bit smaller, a little less dense," laments Lambert. "There is a lichen growing

PLUG IN TO AGNES SCOTT

Not only can Agnes Scott receive information by network, it can also provide information. Alumnae interested in finding out the latest ASC news or who have questions regarding the College can access Agnes Scott E-mail at the following Internet address: ASCNews@ASC.scottlan.edu.

On the same E-mail address, alumnae may receive the *ASC Fact Sheet*, updated four times a year, by sending their E-mail address to Sara Pilger, director of communications. "This is in response to alumnae's request to increase the amount and frequency of news from the College," says Pilger. "Alumnae want to use the College's updated technology and this a good match."

on it that indicates decay. This year, the leaves are turning and falling much sooner than they should. It's slowly dying."

Since Lambert first noticed the tree was troubled in 1989, she and her staff have worked to keep the dogwood alive. A professional tree service has injected it with insecticides and fungicides, pruned deadwood, applied soil conditioner and fertilizer. During times of drought, student gardeners have aerated the soil around its base and watered it copiously. Lambert estimates over the past five years, the College has spent \$1,500 trying to keep it alive.

It is a tremendously large tree for its species. And old. The severe weather of the past several years—too much water this year, too little last—has taken its toll. It no longer has the reserves to regain its former vigor.

"What's happening to the Presser Dogwood happens to trees all around us," she says. "It has reached the end of its life."

Next year, in February, on the third Friday, Arbor Day will be celebrated on the Agnes Scott campus. Lambert hopes to make it



The aging Presser Dogwood, gracing the campus for 50 years, faces the fate of all living things.

an occasion to celebrate the Presser Dogwood. "It will be a chance for the campus community to say good-bye," she says.

A new tree will be planted nearby. Lambert is undecided whether it will be another dogwood. "We've planted hundreds of trees in the past few years," she says. "It will be interesting to see if any of them develop the interest the Presser Dogwood has, though I doubt any will." Sometime after that, the old tree will be cut down.

What will happen to the wood from the Presser Dogwood is anyone's guess. Lambert hopes someone will have a grand idea and create something of lasting remembrance.

Terry McGehee is working toward that end. The base of the tree and other large portions could be stored for a year and slowly air dried. Then she would determine how much of the wood is good, how much is rotten, where it splits. Some could be used by students for sculpting and woodcarving. And McGehee could turn the rest of it into something of a remembrance.

For McGehee, memories of working with wood date back to childhood. Last summer while inspecting a tree downed in Colorado, she found in the middle of it an old saw dating from the mid-1800s. While she doubts anything will be found in the Presser

Dogwood, she says no one knows.

Certainly trees, living alongside us on a scale so different from our own, embody whole histories. And occasionally—only occasionally—one like the Presser Dogwood grows around us, becomes part of our history, and we a part of it.

—Bill Bangham is a writer in the Atlanta area

EDITOR'S NOTE: If you have remembrances—thoughts, feelings, anecdotes, maybe photographs—of the Presser Dogwood that could be incorporated into the celebration on Arbor Day please send them to: Victoria Lambert Campus Services Agnes Scott College Decatur, GA 30030.

ET CETERA

Enrollment steady, cops on bikes, historic preservation, faculty giving, magazines praise ASC, a death in the family and other campus news

FAMILY TIES: THE '98 STUDENTS

Hopping in the family plane to head to a deserted island for a week-end of camping and fishing is a normal part of life for Jamie Bloomfield, Class of '98. Of course, Bloomfield spent the first 17 years of her life in Anchorage, Alaska, and says all of her friends' families used air-

planes to travel around the state. "Planes and boats were the only way to get to many areas," she explains.

Since the family plane was a float plane, able to land on water, Bloomfield says her favorite place to visit was an island in the middle of a river. "It was far away from anything and was surrounded by beautiful mountains."

Bloomfield, who came to Agnes Scott from



Lexington, Ky., is one of 209 new students enrolled

Growing up in Alaska afforded Jamie Bloomfield '98 opportunities most ASC students don't experience.



TO: ALL ALUMNAE

FROM: The Presidential Search Committee
Clair McLeod Muller '67, Chairperson

In our last progress report, the Presidential Search Committee informed you that we were inviting to the campus those people who we believed would fill most closely the current needs of Agnes Scott. We were very pleased to announce that three individuals accepted our invitation to visit the campus.

Each of these visitors spent two and a half days on campus during November, meeting in small and large groups with various constituencies of the Agnes Scott community so that they could learn more about the College.

Members of the search committee have referred repeatedly to the priorities which were developed at the beginning of the search after wide consultation with the ASC community. We have taken the time necessary for careful review of candidates and for discussion of the views of members of the committee as we worked toward consensus at every point. Agnes Scott deserves no less. As a result, we presented our finalists to the campus community with enthusiasm and confidence.

Immediately following these visits, the search committee will meet again to develop our recommendation to the Board of Trustees according to the committee's initial charge. Very soon we hope to announce the new President of Agnes Scott College.

at Agnes Scott this fall. She chose Agnes Scott over other schools because she feels more comfortable with smaller classes. She is on the Agnes Scott soccer team and plans to try out for tennis in the spring.

While none of the other new students noted spending summers and weekends flying over Alaska, the list of their accomplishments and diverse experiences is impressive.

They come from 23 different states, Puerto Rico, the Virgin Islands, Greece, the Netherlands and the Ukraine.

The 153 first-year students represent the very best from high schools around the country. Sixty-three percent graduated in the top 20 percent of their

class with 43 percent reaching the top 10 percent. Of the students who were graded on a four-point scale, the average GPA was 3.42.

Twenty-six are Return-to-College (RTC) students whose ages range from 24 to 65 years—the average age, 38.

Thirty-three percent of the new students have family or friends who are Agnes Scott alumnae—one mother, two grandmothers, one great-grandmother, one sister, two cousins and one great-aunt. One RTC joins her daughter, already an Agnes Scott student.—*Sheryl Jackson is a freelancer living in the Atlanta area*

PEDAL POWER PATROLS

With a slight change in uniform (shorts) and the purchase of appropriate (two-wheel) equipment, the Agnes Scott College Police Department inaugurated a bicycle patrol program this summer with four of the 11 ASC officers trained for this duty.

The patrol serves during daylight hours only and is in addition to the previous level of vehicle and foot patrols.

Police Chief Rus Drew

explains that the bike patrol allows the ASC police to cover more territory and to respond more quickly in certain emergencies. On day one of the patrol, for instance, bicycle officers were on the scene to back up an arrest of a suspected felon on College Avenue, then days later were essential in the apprehension of a drug offender.

"We have more contact with the public in one hour on the bikes than we normally have in a full eight-

FIRST-YEAR ENROLLMENT UP

The fall 1994 enrollment reflected an 11 percent increase in first-year students (153 compared with 138 last year) and a steady level, overall.

A total of 594 students are enrolled, with 472 representing the traditional undergraduate population. The remainder include Return-to-College, Master of Arts in Teaching, post-baccalaureate, and Year-5 students.

Stephanie Balmer, acting director of admission, notes that this level of enrollment offers students the advantage of a favorable teacher-student ratio (1 to 7), and class size (the average, 13).

hour shift," says Drew.

"Bike cops," he says, "are

more noticeable."

Campus people and neighbors alike note their efforts. Harry Wistrand, biology professor and Avery Street neighbor, appreciates the "increased visibility and interaction" that he believes "enhance the College and the surrounding community."

Emory University, DeKalb County and the City of Decatur have also recently begun bike patrol programs.

—Sara Pilger is director of ASC communications.

Officers Curtis Parrott and Dana Patterson patrolling ASC campus.



GARY NEEK PHOTO

ASC MAKES NATIONAL DIRECTORY

Already, the admission office has received 3,100 inquiries from students who have read about Agnes Scott College in two editions of *Private*

Colleges & Universities.

The directories published in February 1994 include a two-page feature/photo spread on Agnes Scott and are distributed to students who take their PSAT or PACTs. One edition focuses on students in the Southeast region; the other edition is distributed nationwide.

While a strong response was expected from the Southeast, a number of inquiries have come from the national edition.

Inquiries from Georgia totaled 249. A breakdown of responses from students in states which normally don't generate a large number of inquiries shows 418 from Texas, 108 from Wisconsin, 107 from Michigan and 103 from California.

These inquiries could result in new students by the fall of 1995. At that time, Stephanie Balmer, acting director of admission, says she and her staff will carefully check the enrollment to learn how many of these 3,100 become ASC students.

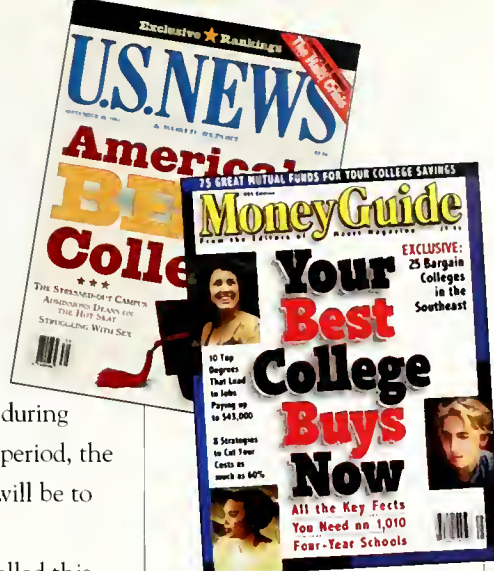
"As we follow up on these inquiries, we will evaluate each high school student's needs carefully to make sure we recruit students who will gain the most from a private college

education," says Balmer. "We know that the more personalized attention the student gets during the recruitment period, the more likely she will be to enroll."

Students enrolled this fall received between 12 to 20 contacts from Agnes Scott students, staff and alumnae.—Sheryl Jackson

MAGAZINES RANK ASC FIRST RATE

Agnes Scott College was one of the two highest nationally ranked women's colleges in the South, according to the Sept. 26 issue of *U.S. News & World Report*. It was also ranked 55th among the top 100 colleges and universities which deliver the highest-quality education for



COVER PHOTOS USED BY PERMISSION

the tuitions they charge, according to a recent *Money* magazine special issue, *Money Guide*.

U.S. News ranked Agnes Scott and Sweet Briar College in Virginia as tier-two schools among national liberal arts colleges. Agnes Scott ranked above Sweet Briar in six of the 10 categories. *U.S. News* differentiates between national and regional schools based on the classification of the Carnegie Foundation and are determined each year by student selectivity,

faculty and financial resources, graduation rates and alumnae satisfaction reflected in giving levels.

U.S. News noted that the College's percentage of first-year students within the top 10 percent of their high school class—60 percent—is second only to Birmingham Southern's 67 percent within the same category.

Agnes Scott continues to climb the list in *Money* magazine's special issue, from number 86 four years ago to last year's ranking of 65. The 1995 edition of the guide also lists the top buys within several other categories. Agnes Scott appeared number 18 in a list of the 20 best values among small schools with traditional liberal arts programs and number 4 of the top 10 values in a women's college education.

In creating its rankings each year, *Money* examines 16 key factors that measure education quality in relation to tuition. Included were entrance exam results, high school class rank and GPA, faculty and library resources, budgets for student services and instruction, retention and graduation rates, advanced study, student loan default ratios and business success of graduates.—Sara Pilger

TO ERR IS HUMAN?

A computer spell check avoids some human error. But it's not perfect. In this issue, for instance, spell check suggested changing Chair of the Biology Department John Pilger to Pilfer and Pinky Bass '58 to Pinkeye.

In the spring issue (page 6), spell check (and the editor) read right over a reference to Mary Alverta "Bertie" Bond '53 as Alvera. An alumna caught a second error: In Editor's Note, professor emeritus Kwai Sing Chang was roommate of Dean C. Benton Kline Jr. at Princeton Theological Seminary, not of Dr. Wallace Alston.

CANDLER ST. CELEBRATION

Visitors to the Woodruff Quadrangle on Oct. 9 were transported back in time to an old-fashioned small-town holiday celebration.

Jugglers, music, ice cream, Cokes and speeches helped guests commemorate the inclusion of the campus and South Candler Street in the National Register of Historic Places.

According to Leslie Sharp, national register specialist in the Office of Historic Preservation, the district was awarded its place in the register in recognition of its "representative examples of late 19th and early 20th century styles of domestic architecture, its variety of houses and the academic Gothic Revival architecture on the Agnes Scott College campus which was designed by locally prominent architects."

The National Register is the official list of historic buildings, structures, sites, objects and districts worthy of preservation.

To be listed in the

National Register, a property must be at least 50 years old; it must have significant history in terms of architecture, landscape or engineering; it must be associated with events, developments and people important in the past.

Because inclusion in the register recognizes a property for historical as well as architectural significance, Agnes Scott's contribution figured largely in the application approval.

"The original application was initiated by the South Candler Neighbors Association but Agnes Scott soon joined with the group, providing information from our archives and financial support," notes Carolyn Wynens, manager of community relations and special events for Agnes Scott.

The historic district is defined as the Agnes Scott campus plus the first seven blocks of South Candler Street (heading south from East College Avenue) plus small portions of East Davis and East Hancock streets.

The logo designed for the neighborhood will appear on building markers, street signs and district "boundary" signs. The logo

also appeared on a commemorative Coca-Cola bottle which was available at the celebration.

—Sheryl Jackson

LIFE IS FRAGILE

We need to take special care to support one another in the difficult times," said Agnes Scott Interim President Sally Mahoney at a Sept. 26 memorial service which marked the death of ASC student Stephanie Rothstein '97.

Rothstein, a native of St. Cloud, Fla., was killed in an automobile accident near Lake City, Fla., on Sept. 23; two other ASC students, Hillary Spencer '97 of Pensacola, Fla., and Jennifer Phillips '98 of Gainesville, Fla., were seriously injured in the wreck.

ASC Chaplain the Rev. Paige McRight '68 had

worked with Rothstein in a focus group with first-year students. She noted that Rothstein had been involved in Habitat for Humanity projects at home and at ASC, and had worked on a mission project for her home church, St. Cloud Presbyterian.

Rothstein also served as a point guard on the ASC basketball team in 1993-94; 12 of her teammates traveled with their coaches to St. Cloud for Rothstein's funeral. An AT&T scholarship fund has been established in Rothstein's name at ASC and another at St. Cloud Presbyterian.

At the Sept. 26 memorial, McRight offered words of solace to the campus community. "Death shakes us profoundly," she said. "When we care about people we share their pain and we realize how fragile life is for all of us."

—Mary Alma Durrett



Stephanie Rothstein '97 (front row, right), a member of the basketball team, died recently in an auto accident in Florida.



Interim President Sally Mahoney greets Yoko Saijo, language assistant, during a community-wide reception in the Agnes Scott College Gazebo this fall.

A TIME TO COME TOGETHER

In her first campus address to students, ASC interim President Sally Mahoney spoke of directions and decisions. Here are excerpts from her speech:

I am still largely observing and listening. Nevertheless, there are aspects of Agnes Scott that resonate with my own experience, making me think that as a community we can come together, laying creative foundations for transition to permanent College leadership. And that the leadership I bring to the College during this interim will support the building of intellectual and

social community. . . .

If we wait for perfection to celebrate our lives, we'll never party. I was glad to know about movies on the quad last year and of "ice breakers" and roller skating as part of leadership development last week. . . .

Our obligation here is to live within our means and to improve—through prudent use of available resources. The planning exercises in which we engage through shared, largely faculty-led governance with student and staff participation, involve opportunities for sharpening focus, for improving service support through collaboration and new modes of working together.

I don't know yet how it is the faculty and the staff

celebrate important milestones, like the tenuring of colleagues, or the receipt of professional awards or scholarly prizes that sometimes find note in our College publications or national press. I do know that those who welcomed me at the Gazebo last Friday seemed to enjoy the fellowship of the morning.

I look forward to exploring with all of you the rich diversity of Agnes Scott College. . . . It is important to refuse to be type-cast or to succumb to type-casting others.

I'll be looking this year for opportunities to celebrate accomplishments, to express appreciation, and to see the President's House as a place of hospitality.

Congratulations on the fine summer *Alumnae Magazine*! I appreciate your feature about President Ruth Schmidt. It gives important information and fine pictures. In your Editor's Note, you mention a paper written by Karen Green '86. I would like to read her comparison of Jewish and Black church traditions through music. Would it be possible to get a copy of her paper?

Gladys Cotton
Sweat '54
Naples, Fla.

After reading the "Different Values" article in the Summer 1994 issue of the *Agnes Scott Alumnae Magazine*, we thought you might be interested in the enclosed article on cultural diversity in historic preservation [Cultural Diversity: A Movement of Statewide Efforts in the South, *The Journal of the National Trust for Historic Preservation*, September-October 1993]. Perhaps the most important fact about the article is that it is written by two Agnes Scott graduates [Susan Kidd '78, director, Southern Regional Office, National Trust for Historic Preservation, and Susan Wall '81, information coordinator]!

The *Alumnae Magazine* looks great. Keep up the good work and let us know if we can ever assist you in any way.

Susan Kidd '78
Mount Pleasant, S.C.
Susan Wall '81
Charleston, S.C.



THEKESA HOENES '14 AND A CENTERS FOR DISEASE CONTROL COLLEAGUE

INSIDE THIS ISSUE

The legacy of a professor/scientist: Mary Stuart MacDougall's life continues to influence students like Hoenes (*above*). A retrospective of MacDougall's career is one of two journeys into the past we feature as "bookends" to an issue whose content ranges from career opportunities to sexual harassment in the workplace—we take a look (so to speak) at both, as well as offering a photo-essay on ASC graduates who are working in an artists' colony in Mexico—the project is a true "cultural immersion." And, finally, Marybeth Little Weston Lobdell '48 takes us back a half century for a visit to the College in 1944. Hers is an era of pleated skirts, cardigans, pearls—and prayers for peace: different, yet not so different at all, from today's ASC campus.





Blackfriars'
*Search for Signs
of Intelligent Life*

- Child Violence
- Mother's Mink

AGNES SCOTT

ALUMNAE MAGAZINE • SUMMER 1995

EDITOR'S NOTE

Through its connections, Agnes Scott links learning with life, the campus with the world beyond. That may be its ultimate measure of effectiveness.

Student laughter rang out on the Quad one April day in between the gentle shower of cherry tree petals and the full bloom of dogwoods. For an hour or so students spontaneously romped, then lingered in our halcyon spring.

It was one of many beautiful days at Agnes Scott that stir in me a sense of poignancy as I cross the grassy threshold of campus. During the hour-long drive home—tuned into National Public Radio—I am more aware of the leap into a less perfect world: the Bolshoi ballerinas on strike in Russia and neighbor Mexico in the throes of economic crisis; Rwandan Hutus massacred by Tutsi countrymen and a bomb blast in Oklahoma City in late April killed more than 160 adults—and children.

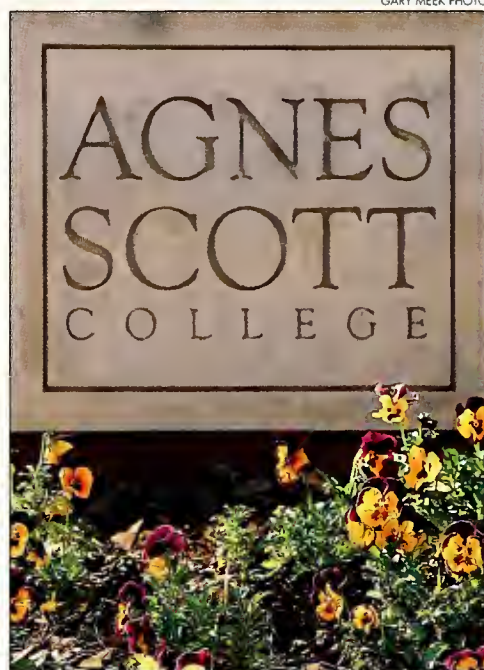
The days when I pause at the brink of less tranquil prospects, words from English poet William Wordsworth remind that it is recollections of life's beautiful landscapes that serve to refresh and inspire, perhaps to lighten that burden of the mystery of "all this unintelligible world."

It's the connections we make with the world beyond our boundaries that offer a clear measure of the institution.

Traditionally Agnes Scott students have developed connections through volunteer work, through cultural exchanges and global experiences in places like South Africa and Soviet Georgia, through internships and externships.

Enriched pedagogical and curricular learning with experiential learning are vital to academia says Dean of the College Sarah Blanshei. She notes that the College will soon take that tradition a step further as it develops a new network of relationships, beginning with the Atlanta Semester (loosely patterned after American University's Washington Semester) and an overarching program of Women, Leadership and Social Change. "A lot of institutions work with individual aspects of this, like writing across the curriculum or study abroad. But we are taking a holistic approach of connectedness throughout the institution," says Blanshei.

The Atlanta Semester will consist of a four-hour semi-



nar; a two-hour speaker's forum (open to the College and featuring leaders and faculty from across the country); a three-hour research project; and a four-hour, supervised internship with a community organization (such as The Carter Center) or with a community service branch of business or corporation. The program will combine academic research and scholarship and bring that to bear on the community, explains Blanshei. As students explore how learning interconnects, they will also form bonds throughout the city. "The theoretical and the experiential are a two-way street. What happens during the

experience can change theory—and theory can inform experience."

Virtual travel by computer through time and space makes it as easy for students at Agnes Scott to network with scholars across the Atlantic Ocean as in Atlanta. Today's communications technology actually makes ours a world with myriad landscapes—and few boundaries.

That was demonstrated so powerfully in late April, when television transmitted the indelible image of a lifeless child cradled in the arms of an Oklahoma rescue worker. Days later as I lamented the bombing deaths of 19 children, National Public Radio reported that five infants/children die each day (almost 2,000 a year) at the hands of parents or caretakers. What happens to children, believes law professor Lucy Schow McGough '62, is "the most important sociological issue" facing our nation. McGough is one of many alumnae—several featured in this magazine ("A Prayer for Children," page 18)—who stand as strong, articulate advocates for children, especially children in crisis. Interviews for that story remind me that the ultimate measure of this institution is how it prepares its graduates to cross the threshold of campus, to combine learning with life and work in the worlds beyond Agnes Scott.

Alceste Leanington

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Giving Alumna



*A Lifestyle of Needlin' People
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COVER AND ABOVE: Osjha Anderson stars as Trudy, the bag lady, in Blackfriars winter production. She will compete in the Miss Georgia Pageant in June. PHOTOS BY MARILYN SURIANI

ON CAMPUS

ASC intern at The Carter Center, answers to questions about old posture pictures, Olympics on campus, CD-ROM award and more.

AMU'S GLOBAL AWARENESS

As Nigeria is faced with an increasingly defiant military government, Ngozi Amu '95, an intern at The Carter Center, talks frequently to the U.S. State Department, scans daily updates and monitors hotspots throughout Africa: Nigeria, Ghana and Kenya.

Amu assists Ahuma Adodoadji, acting director of the African Governance Program at The Carter Center in Atlanta. Among her duties are briefings about Africa for former President Jimmy Carter, who is preparing for a visit to Africa.

"Amu reads and quickly summarizes situations," notes Adodoadji. "She is a good writer and because of her Nigerian heritage, she understands the factors involved there."

Agrees Amu: "As a person of two nationalities, Swedish and Nigerian, I have always felt a need to contribute to cultural understanding and communication



Carter Center intern Ngozi Amu '95 of Sweden blends an international outlook with a strong focus on human rights.

between peoples of different nations."

Amu grew up in Goteborg, a port city wedged between Denmark and Norway along Sweden's Gold Coast. Her father is a Nigerian businessman; her mother is Swedish.

She is fluent in three languages, and will graduate from Agnes Scott this spring with a double major in International Relations and French. She aspires to a career in international diplomacy and law.

She participated in the Global Awareness Program during the winter of 1993,

visiting in South Africa and Botswana where she lived with a black African family and gained insight into the life and culture.

She has also studied in France at the Sorbonne and the University of La Rochelle.

"I am particularly interested in democracy and human rights issues," says Amu. "I'd like to work with the educational development of African children, and to affect policy and promote cultural diversity and understanding."

—Carolyn Blunk is a freelance writer.

POSTURE PHOTOS

A scandal of sorts erupted when a 1994 article in *The New York Times Magazine* disclosed that batches of nude posture photos from Northeast colleges had been released for research and were at the Smithsonian Institution.

That disclosure prompted pointed questions from one or two ASC alumnae who remember posture photos taken when they were first-year students.

A tradition among many private colleges from the 1930s through 1970, posture photos were designed to help students identify and correct spinal problems such as scoliosis. At least that was the purpose at ASC, says Kate McKemie, physical education instructor with the College from 1956 to 1988 who took posture photos. "We checked for postural curves and did find some atypical postures, and students were counseled on measures to improve."

Lucia Sizemore '65, director of alumnae affairs, remembers that the Agnes Scott photos were taken as

privately and tastefully as possible, with students dressed in underwear. She also remembers that students disliked the practice enough to feature skits about posture photos during Black Cat high-jinx.

Even though the ASC physical education department quit making posture photos in the late 1960s, McKemie says questions about posture photos continue to circulate during class reunions with at least one or two alumnae fretting, "Where are my posture pictures?"

That question has been put to rest for those whose photos ended up at the Smithsonian. Recently, under the

watchful eyes of Yale University officials, the Smithsonian burned its posture pictures. For the record, McKemie does admit that those Agnes Scott posture pictures she took, as well as older posture photos that

she located in the basement of Presser Hall, were burned more than two decades ago. McKemie will probably continue to bedevil inquiring alumnae with her mischievous reply: "I burned everyone's posture picture . . . except yours."

—Teresa Kelly '94
MAT student



ASC CULTURAL OLYMPIAD

Agnes Scott will host the kick-off event for the Cultural Olympiad's Olympic Summer Festival on June 2–9, as part of the 100th anniversary celebration of the 1996 Olympic Games in Atlanta.

The multidisciplinary summer festival, scheduled for June 2–Aug. 3, will feature more than 25 exhibits and 200 performances in 30 venues.

The Conference on Southern Literature, hosted by the College, will include discussions by European scholars of Southern literature and public readings by a number of major and up-and-coming Southern authors. The conference will include a book fair.

Agnes Scott's size and location also make it a desirable site for housing

key Olympic Games personnel and for sports training. From early July through the Olympic Games, teams in synchronized swimming, volleyball and soccer will practice in the ASC sports complex.

A delegation of Irish dignitaries will be housed in the Anna Young Alumnae House. The Irish selected Decatur as a base of operations during the Olympics.

The College also is negotiating with the Atlanta Olympic Organizing Committee (ACOG) for additional Olympic-related activity.

The Paralympic organization has also expressed serious interest in using the campus in August after the Olympic Games.

Normally during the summer break, Agnes Scott facilities are used for camps, conferences and meetings. The Olympic Games participation will

interrupt that schedule and delay the College's 1996 fall semester, which will begin in September rather than late August.

Agnes Scott's participation will benefit the College both in name recognition and as a "valued institutional partner with the Olympics," adds Carolyn Wynens, manager of community relations and special events.

—Audrey Arthur

GIRL'S EDUCATION ADVERTISING CAMPAIGN

The Women's College Coalition and the Advertising Council, Inc., have joined forces to promote "Expect the Best from a Girl," a public service campaign on behalf of girls' and women's achievements in education. Designed to encourage girls to acquire



the skills and competencies necessary to succeed in today's world, the campaign began with television advertisements in mid-August.

The Women's College Coalition (ASC is a member) estimates the campaign will generate \$25 million a year in free public service time and ad space.

Targeting parents of fifth- through ninth-grade girls, this 15-year campaign encourages parents to become advocates for their daughters at school. The ads also appeal to teachers,

who can help empower girls, and to the girls themselves, who will be making choices that affect their lives.

As the first-ever gender-specific campaign, the ads recognize that underachievement in girls and women is a national problem. Girls who underachieve in school (often influenced by gender bias) may experience low levels of achievement throughout their lives and careers.

The campaign begins with television ads; print ads will follow in the fall.

ANNUAL FUND DONORS UP

As Agnes Scott prepares to welcome Mary Brown Bullock '66 as its seventh president, "the best gift the College can give her is a fully funded annual operating budget," believes Adelia P. Huffines, director of major gifts. "The best indication of support her fellow alumnae can give is to generously participate in the Annual Fund campaign."

The number of donors is up for the 1994-95 campaign compared to this time last year, but the total dollars are down.

As of late March, 2,119 donors had given a total of \$722,982 to all funds. "With roughly two months remaining in the College's fiscal year, we need assistance in reaching our important goal of \$1.2 million," continues Huffines.

Former Agnes Scott College Director of Development Jean Kennedy recently joined Brenau University as director of alumnae affairs.

Sarah Cave, a Wake Forest graduate associated with the ASC development office since 1994, was recently named acting director of the Annual Fund.



HABITAT HOME BODIES

Eleven members of the class of '97 worked during Spring Break at the headquarters of Habitat for Humanity in Americus, Ga., a nonprofit Christian organization that provides housing for the poor. The Americus headquarters builds 60 to 80 houses per year, compared to the 15 to 18 built by affiliate volunteers. Volunteers began each day with a group devotional. During the week, students split into workgroups and helped with roofing, painting, laying plywood or tile for floors and hanging sheetrock. Chaplain Paige McRight led the devotion Thursday morning, and all volunteers were honored in a final service with thank-you mementos. —Samantha Stavely '97

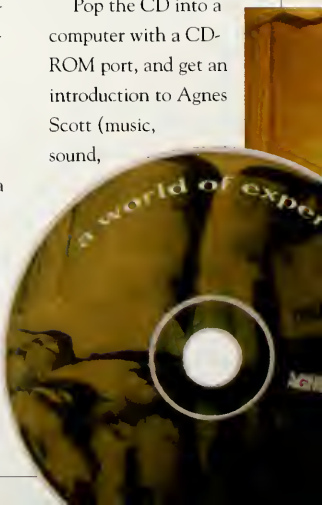
CD-ROM "ONE OF THE BEST"

After a New York education/media consultant browsed through Agnes Scott's interactive multimedia recruitment presentation on compact disk (CD), he typed back a note on the Internet: I have seen CDs from other institutions and this is one of the best in the country.

The ASC CD, which recently won the top national CASE competition award for interactive

multimedia presentation, was made for prospective students and parents.

Pop the CD into a computer with a CD-ROM port, and get an introduction to Agnes Scott (music, sound,



dazzling still and moving pictures, animated graphics and type, to literally place the College on the map). Then access information on more than 30 topics or questions about the College from academics to residence halls, from alumnae to financial aid and application deadlines. Among the questions the CD answers is, "Why choose a liberal arts college?"

For instance, select the residence halls option and take a visual walk through a real student room via sound and images from a hand-held video camera.

The CD's fine audio and visual details often surprise students. But technical gimmickry is not what pushes this product to the cutting edge. Communication does. The program is easy to interface;

it's truly multimedia (not just a slide-show on computer); and it dovetails with, but does not repeat verbatim, information in ASC's printed admission recruitment pieces.

"We wanted to take this a step further than any college CD programs we had seen," notes Jenifer Cooper of Melia Design Group in Atlanta who worked with the College to produce the program. "We wanted it to be fun and visually exciting."

A viewer who explores every menu option spends about an hour learning about Agnes Scott.

Donald Sharkus, father of Virginia applicant Astrid Sharkus, has used the College's multimedia CD. "What I saw con-

firmed my expectations of Agnes Scott" which he had gleaned from sources such as the *Princeton Review* and the *Fiske Guide to Colleges*. "You can accomplish in an interactive CD things you cannot in a video" he says.

"The first 300 CDs, for Macintosh computers, were distributed by admission staff during the fall 1994 travel season," reports Stephanie Balmer, director of admission. "More high schools than we had predicted had the technology to use compact disk." Questionnaire responses indicated an overwhelming interest; even rural schools have the technological capabilities because they receive grants for computers that

include CD-ROMs.

Now the College admission office has moved into phase two, mailing 1,500 additional copies of the CDs—for use on either Macintosh or IBM computers—to prospective students who request the program and to guidance counselors.

Portions of the program also are being used to create "Agnes Scott on the World Wide Web," via the Internet (see page 30), and being included in multimedia programs produced by several college guidebook companies.

□ *Alumnae interested in obtaining a copy of the CD to share with a prospective student or school guidance office may contact the ASC Office of Admission at 1-800-868-8602.*

THIRD CONSECUTIVE FULBRIGHT SCHOLAR

For the third successive year, an Agnes Scott senior has been awarded a Fulbright Scholarship. Katie Stromberg of Erwin, Tenn., will continue her ASC independent study at Martin Luther University in Halle, Germany.

With an interdisciplinary major in art history and German, Stromberg '95 has studied sculpture of the cathedral in Naumburg, Germany, and 20th century texts written about the sculpture. She is interested in furthering her investigation

of sculpture in the 13th-century cathedral in Naumburg, near Halle, by attending seminars and researching general German history and theory of art.

Both Halle and Naumburg are located in what was previously East Germany.

Stromberg follows ASC Fulbright Scholars Jennifer Jenkins '94, who is studying European politics in Frankfurt, Germany, and Laura Barlament '93, who investigated German literature at the University of Constance in 1993-94. **ASC**



IS IT SOUP OR IS IT ART?

By Mary Alma Durrett
Photos by Marilyn Suriani

The Blackfriars cook up a witty theatrical production that feeds the soul.

"Fifteen minutes to places."

The smell of hair spray perfumes the air. Jennie Albritton '97 of Paducah, Kentucky, digs through a small green chest and offers an actor advice, "I really don't think you need black lipstick." A dozen young women huddle before a long, lighted mirror, putting the finishing touches on makeup and costumes. The miracle of wigs and aerosol color transforms shades of blonde and brown hair to black and red. With greasepaint, collegiate women are transmogrified into housewives, hookers and homeless bag ladies. It is a scene further colored by long-stemmed roses from fathers and boyfriends, the language of the night and the energy of youth. Various show tunes rise up from their tender lungs. Assistant stage manager Erica Lent '98 appears at the dressing room doorway to announce the impending opening of the Blackfriars' production. The group's anxiety and volume take a measurable leap.

"Chloé, I can hear you out front."

A stage hand admonishes the acting troupe and Chloé Sehr '98 of San Francisco—who's readying herself for her part as a 15-year-old performance artist—to be quiet. It appears that their weeks of work in Winter Theatre and the creative publicity are paying off. The house has twice as many

people as it had for opening night of the previous play, *The Visit*.

It's opening night for *The Search for Signs of Intelligent Life in the Universe* by Jane Wagner. The play scrutinizes life in much the same way the character Truly scrutinizes a can of Campbell's soup and an Andy Warhol painting of a can of Campbell's soup.

Backstage, Lucrèce van den Huevel '98 and Christina Rinaldi '98 carefully tag and place props on tables in the wings. Lent crouches at the curtain's edge with a dim flashlight reviewing the prompt book. Brook Partner '98 tiptoes behind the stage with her shoes in her hand, mouthing the lines of character Kate, a bored socialite.

"Ten minutes to places."

Converging in the Green Room, the group offers a collective "thank you" to the barker at the door. At the center of the room is a big basket of Hershey's Hugs and Kisses with a note of support to the cast and crew from director, N.J. Stanley.

All actors are preparing for their entrances—many dip into the chocolate for good luck. Costumed students are scattered about. Some pace, some stare silently, some read, some in headsets listen to music. Others discuss school, the O.J. Simpson trial, family members in the audience. "They came all the way from Asheville!"

Upstairs in the booth, beneath the cool blue glow of a few tiny lamps, Jennifer Parker '97 and Emily Pender '95 stand ready for the lighting cues; Alicia Quirk (an exchange student from Mills College), the sound designer, sits alert at the controls, headset firmly clamped down over her ears. They mumble to one another in low voices.

Out front, in the lobby of Dana Fine Arts, is a line at the box office that pleases house manager Cecelia Heit '97. Blackfriars used e-mail and voice-mail messages from characters in the play to invite attendance. Fliers with such teasers as "What is Reality?

On opening night, Director N.J. Stanley offers final words of encouragement and advice in the Green Room.





Emily Pender '95 (left) and Wendy Wheless '95 control light and action.

Trudy knows," paper the residence halls and cafeteria. Two-for-one ticket coupons were passed out to strategic campus offices.

Osjha Anderson '96, who plays the lead, bops into the Green Room covered in Post-it notes. The actors are amused and their volume level again rises. Stanley offers Anderson a few final words of critique. "Let's see your hands. The dirt is good. Let's see the back. Good."

Dudley Sanders, associate professor and scene designer, gives the group a final "shush!" As if preparing for a marathon, Anderson shakes out her legs and quietly paces.

"Places."

Stanley gives Anderson a hug and sends her to the curtained edge of the stage wing. The Green Room grows silent. In unison the group leans toward the electronic speaker that pipes in sound from



sound from the stage.

From the booth above the audience, assistant director and stage manager Wendy Wheless '95 gives the verbal go-ahead.

"Start the show."

Trudy comes to life as the centerpiece in Wagner's feminist production, *The Search for Signs*. From out of the darkness the aging bag lady shuffles on to the stage, her "negotiable" hair juts Medusa-like toward the spotlights.

Here we are, standing on the corner of Walk, Don't Walk.

You look away from me, tryin' not to catch my eye, but you didn't turn fast enough, did you? . . . Look at me. . .

I'm not just talking to myself, I'm talking to you, too.

Scratching, pointing, pontificating, she turns her contorted mug toward the audience and dispenses kernels of Truth from the yellow Post-it note files that decorate her recycled frock.

It's my belief we all, at one time or another, secretly ask ourselves the question, "Am I crazy?" In my case, the answer came back: A resounding YES!

The character Trudy, a former marketing

Chloé Sehr '98 is transformed into 15-year-old Agnus.



ASC's version of *The Search for Signs of Intelligent Life in the Universe* departed from actress Lily Tomlin's one-woman Broadway performance by using 14 different artists to flesh out an array of characters.

Brandy: "Did you ever see a stray dog on the streets? I can tell just like that which ones will survive and which ones won't."



BRANDY CARY '98 (LEFT) AND LORIE SUMMERS '98 PORTRAY PROSTITUTES BRANDY AND TINA.

Chrissy: "All my life I wanted to be somebody. But I see now I should have been more specific."



RUTH WHITE '98 PLAYS THE AIDS AIDS INSTRUCTOR CHRISSEY.



Trudy: "They find it hard to grasp some things that come easy to us. . . . I show 'em this can of Campbell's tomato soup, then I show 'em a picture of Andy Warhol's painting of a can of Campbell's tomato soup. 'This is soup. This is art.'"

OSJHA ANDERSON '96 IS THE BAG LADY TRUDY.

Agnus: "No
matter how much
contempt I have
for society, it's
nothing compared
with the contempt
society has for
me"



CHLOÉ SEHR '98 SPEWS THE
ANGST OF AGNUS, THE TEENAGE
PERFORMANCE ARTIST



Agnus: "I'm getting my act together and I'm throwing it in your face."



Lyn: "[Edie] thinks Marge and I are too middle-of-the-road, and maybe we are. But I have marched and rallied till I'm bleary-eyed."

JENNIFER NETTLES '97 PLAYS EVERY WOMAN IN LYN.



Jennie Albritton '97 helps Brook Partner '98 prepare for her role as Kate.

"Search for Signs is a perfect case in point with no traditional beginning, middle or end. It's very open-ended. There's revelation but not necessarily resolution."

whiz who skidded off the edge of reality some time in the late '70s, is the smelly, disheveled, off-kilter personification of human weakness and optimism. She's a roving paradox, if you will, with the ability to "tune

in" to other people's lives through her self-described mental "dial switching." Trudy's talent also affords her the privilege of ushering a contingent of "space chums" through the theatrical parade route of life.

Immediately, laughter rises from the audience. Relieved, a thespian in the Green Room pronounces: "It's a good crowd." On this opening night, Nov. 2, the crowd falls in love with Trudy. It is a polished performance from a young woman who two months earlier hadn't the slightest notion she would be accepting the lead role.

"J. always jokes that she cast me because of my hair," says Anderson, a native of Glennville, Ga., in a pre-production interview. Trudy was the "last role in the entire play that I thought she would cast me for. It is so opposite to my own character. I'm normally real contained."

I refuse to be intimidated by reality anymore. After all, what is reality anyway? Nothin' but a collective hunch.

Trudy is far from contained. She moves across the stage, sweeps through the audience, up into the balcony, talking and gesturing non-stop. During the play she allows her space chums and the audience to peek in on the lives of 13 other characters who run the gamut from a frustrated housewife to a narcissistic jock to an anguished teenager.

"Superficially, all the characters are stereotypical," comments Stanley. "The challenge is to flesh them out and make them complex."

The human mind is kind of like a piñata. When it breaks open, there're a lot of surprises inside.

The streets of New York City are Trudy's stage. Anderson won the role through her ability to convey the strengths and weaknesses of humanity. Director Stanley, assistant professor of theatre since 1993, says for Trudy and all the other roles, she was look-

ing for the stage presence and energy to "fill the stage." In Trudy's case, the character must fill the theatre. Stanley's ability to recognize potential in these actors is intuition honed by experience. She's directed 26 plays including *Search*, has a Ph.D. in theatre from Indiana University and has worked in theatre since before her undergraduate days at Louisiana State University. Stanley asks Blackfriars to submit to the same sort of auditions as "real world" actors.

"The first night of auditions, I require a prepared monologue. I prefer that it not be from the play we will produce. This is standard procedure in professional theatre," says the director. For *Search*, auditions began in September, just days after the students returned to campus. "The second night involves cold readings. I assign people a scene (I chose 15 from *Search for Signs*) and usually have them read two or three parts. I always see everyone twice."

Once cast, the 14 actors—all of whom have prior theatrical experience—begin long rehearsals squeezed in between classes, study, club meetings and occasional eating and sleeping. In less than six weeks, the troupe must move from choppy distinct performances of 14 separate characters, to a fluid, theatrical soup.

The multi-actor approach to *Search* (chosen in order to involve many student actors) is a marked departure from Lily Tomlin's Broadway version, performed as a one-woman show. Although play publishers could not confirm it, Stanley believes that Blackfriars is mounting the first such rendering. The risk is that segmenting the play could undermine a central message—the "connectedness" of the universe—which Trudy artfully interprets: "Every particle affects every other particle everywhere."

"Conceptually, Tomlin performed with no props and very little scenery; this allowed Lily, by the transformation of her body and face, to just stand there. We had to create sequences, opportunities for people to come off and on stage," notes the director. The script had no instructions for blocking movement around the stage. "I was starting with a completely clean slate. It was scary at first, making all these choices and watching it all gel."

My space chums think my unique hookup with humanity could be evolution's awkward attempt to jump-start itself up again.

Risky, too, was the play selection, full of adult language. In the afterword to the printed version of *Search*, critic Marilyn French hails the piece as “the first work I know that simply takes it as a given that a mass audience will accept feminist attitudes, that proceeds on the assumption these attitudes are shared and that, therefore, does not lecture, hector or even underline.” Says Stanley: “I don’t like plays that simply entertain. The writing [in *Search*] is witty and intelligent. It’s spiritual in a universal sense. In a very optimistic way, Trudy celebrates humanity.”

*If evolution was worth its salt,
by now it should’ve evolved into something
better than survival of the fittest . . .*

*I think a better idea would be
survival of the wittiest . . . That way,
the creatures that didn’t survive
could’ve died laughing.*

Search is the kind of work Stanley and others have in mind for the theatre and dance department. “We are trying to create a justifiable vision now (as we go through our academic review). There are two driving forces: to increase commitment to addressing the contributions of women in theatre by producing plays that focus on women’s lives and are written by women, and in the realm of curriculum, to further explore women theatre artists and their innovations,” says director Stanley.

Stanley’s “Female Identity and the Making of Theatre” class studies feminist theory in terms of “how it has expanded our understanding of how theatre works. Women, especially in the last 20 years, have been creating new forms of theatre. Women writers have disregarded traditional play (climactic) structure, creating new kinds of structure. *Search for Signs* is a perfect case in point with no traditional beginning, middle or end. It’s very open-ended. There’s revelation but not necessarily resolution.”

Performance art as it has come to be known in the past 20 years is “the place for women to control their own work—to speak their own words with their own voices. A lot of it is autobiographical.”

Chloé Sehr, as character Agnus, demonstrates the form on stage. Appearing against a red backdrop at the definitely declassé Un Club, Agnus, a 15-year-old, writhes tie-died and chain-draped on the floor. In pseudo-exhibitionist style, the woman-child trashes

her father, her grandparents, all of society and its social conventions.

*I’m getting my act
together and I’m
throwing it in your face!*

Misunderstood and starving for attention, Agnus is angry with the world. She telephones her problems to a radio “shrink”: “. . . the court gave me to my dad. He’s a gene-splicer, a bio-businessman at this research lab of misapplied science, where he’s working on some new bio-form he thinks he’ll be able to patent. He doesn’t get that I am a new bio-form.”

Personifying the angst of her age, Agnus spews:

*No matter how much
contempt I have for
society, it’s nothing
compared to the contempt
society has for me.*

“Clearly, we had to have someone in the part with enough ‘oomph’ to deliver that performance,” notes Stanley. “Fortunately Chloé wanted Agnus and she got Agnus.” Sehr was one of the actors who developed the character herself, choreographing her own Un Club performance. “Young actors get caught up on the idea that they’re a vessel and I’m supposed to fill them,” explains Stanley. “In the real world, the actor begins the process first” and brings the character interpretation to the stage. With *Search for Signs*, some students did, some didn’t.

Dealing with a cast virtually the same age (average age: 20) presents unique challenges for the director as does the rehearsal schedule. Nearly every actor runs through her lines and movement separate from any other (with a couple of exceptions) until roughly a week before the plays opens. Since most of the character performances are monologue vignettes, Stanley feels this approach will allow one-on-one direction with every cast member.

For major characters this proves beneficial. In her earliest rehearsals, young Anderson plays Trudy as a palsied grandmother who speaks in a falsetto. “I’ve got to work on the voice,” admits Anderson in a moment of frustration during a mid-October run through.

“You’ve a lot of things to keep up with,”



Ashley Seaman '95 applies makeup as she and Lisa Hayes '98 (right) become the characters Edie and Marge.

consoles Stanley, who offers direction on timing, movement and vocal range. "Right now, virtually none of your movements have motivation. Trudy as a true eccentric can do anything just because she feels like it. We're going to do some exercises."

Stanley climbs from the darkness of the empty "house" that night and joins Anderson on the lighted rehearsal stage.



Director Stanley watches Osjha Anderson '96 apply finishing touches to her makeup.

"Imagine that the body is not a straight line held together by a spine," she gestures erectly. "It's a rubber band." She coaxes Anderson to follow her through a host of outrageous movements and sounds. They work in what seems a chaos on stage: crawling, stamping, shoving, yelling, pacing.

Anderson becomes Trudy; her delivery continues with more physical emphasis.

*I never could've done stuff like
that when I was in my right mind.
I'd be worried people would think
I was crazy. When I think of the fun I
missed, I try not to be bitter.*

Stanley's oral instruction continues: "I want you to think of your face and what you can do with your face. Think about things that you've never been able to do with yourself in conventional theatre—slurping, sucking, burping, cooing, growling."

Anderson obliges with a sort of monkey face contortion adding dabs of twitching and itching. Yells Stanley from the darkness of the house, "You may never have this chance again. You are in this tiny little box called 'realistic theatre.' You don't have to be. I release you." Trudy takes her cue.

*Never underestimate the power
of the human mind to forget. The other
day, I forgot where I put my house keys—
looked everywhere, then I remembered
I don't have a house.*

Stanley acknowledges Anderson's headway at the rehearsal yet pushes her further. "You're making baby steps. There's no time for baby steps. We've got to make quantum leaps. I want Trudy to burst through space."

Anderson tries again, this time making a

new outrageous gesture or turn every time the director yells "move." It is a breakthrough moment.

I love to do this old joke: I wait for some music-loving tourist from one of the hotels on Central Park to go up and ask someone, "How do I get to Carnegie Hall?" Then I run up and yell, "Practice!"

Trudy has arrived, she is completely off the edge and actor Anderson knows it. "That felt so much better."

The character is an admitted "stretch" for Anderson. "I have had little to draw on. I took MARTA and watched a bag lady. She was really the first woman street person that I've seen." Mimicking some of the bag lady's motions and heeding Stanley's direction, Anderson moves Trudy toward a true eccentric. "Every night I get looser and looser. J. helped me knock down some inhibitions."

Among the most challenging characters to create is Lyn, portrayed by Jennifer Nettles '97 of Douglas, Georgia. Lyn as Everywoman, dominates the stage in a 45-minute monologue and ties together many loose ends that other characters leave hanging. "I feel really connected with Lyn; we have a lot of the same opinions," notes the Spanish/sociology-anthropology major, who's never seen the Lily Tomlin version of her character. "If I had seen it I would have thought that's how Lily did it, that's the right way. The hardest part for me was that Lyn's age ran from my age to her 40s. I haven't been through a lot of the things she's been through."

Yet Nettles has taken Lyn beyond the director's expectations. "I think she's made Lyn a lot more interesting than I remember Lily's portrayal," observes Stanley. "She did a lot of preliminary work, defining Lyn's emotional and psychological state."

Stanley's style as a director is "not to stroke our egos," offers Ashley Seaman '95, of Gainesville, Florida. At the same time the director has succeeded in coaxing the brazen, lesbian feminist, Edie, out of the even-tempered, agreeable Seaman.

"I wasn't sure I could do it," confides the anthropology/religion major. "I began [gaining insight] by studying feminists and feminist theologians and began to identify with Edie's anger. She is a separatist, which I identify with and is happy with herself. But to call myself a lesbian and have a lover kind of took my breath away. At first I felt

like I was risking Ashley's reputation in some way. What will people think?"

Yet since Seaman donned the camouflage fatigues, ribbed tank shirt, Birkenstocks and, yes, arm-pit hair, she felt "very powerful," fully capable of doing a real live fight-the-power-style Edie. There's much to be learned from these characters, stresses Seaman. "The only person in the play that becomes jaded is Marge. Even the prostitutes [played by Bayo Cary '98 and Lorie Summers '98] don't become jaded. For the most part, there is a sense of optimism throughout, that there's something just around the corner. Maybe that is Wagner's message."

While Seaman and other actors breathe life into their characters, theatre associate professor Dudley Sanders and a handful of students have designed and constructed the austere set for *Search*. Following Stanley's style notes, Sanders created a space reflecting the "curvilinear flow of outer and inner space . . . a streamlined universe where story takes precedence over theatrical effect." To accomplish this, Sanders built two connected black ramps that converge against a black backdrop. Through an elaborate array of lighting (designed by Sanders) and sound cues (by Quirk), the audience can leap with the characters through time and space, from the corner of "Walk and Don't Walk" in New York City today, to Los Angeles in the sixties, to Stonehenge, to an Indianapolis International House of Pancakes, two weeks ago.

On opening night, diminutive Quirk must occasionally rise from her seat in the control booth and peek over the sizable sound board to see the precise movement on stage. Strategically, she hits the white-hot electrical sound button—zzzzit—which ushers in Trudy's latest dial-switching experience. Pender, at the light board, alters the background color of the stage as a device for changing course (time and place) in Lyn's lengthy monologue or for moving Agnus from her grandparents' house to her gig at the Un Club. With a steady hand, Valerie Case '98 follows Trudy with a spotlight; she crisscrosses the stage, climbs stairs, transverses the balcony. Props are sparse and costumes are off-the-rack sixties, seventies, eighties styles, so lighting and sound are the key effects. With 124 light and sound cues, Stanley jokes, "It's looking like a musical."

*Awe, sweet mystery of life,
at last I've found thee.*

Trudy belts out a big one, crooner style, as part of the final farewell to her space chums and reflects on the many revelations about life that she has found during the transcontinental travelogue—most notably, the final goose-bump experience that the original audience was afforded at the Shubert Theatre: Trudy ascends the ramp one last time, hauling her shopping bags and admiring the stars that swirl around her.

*Maybe we should stop trying
to figure out the meaning of life, sit back
and enjoy the mystery of lifeASC*

For the most part, there is a sense of optimism throughout, that there's something just around the corner.

The Behind-the-Scenes Legend of ASC Stage

The primary stage for Blackfriars' productions is the Winter Theatre, housed in the Dana Fine Arts Building designed by John Portman. The theatre was named for Roberta Powers Winter '27 upon her retirement in 1974.

Winter was a major force in Agnes Scott's drama department for 35 years, serving as assistant professor, then associate professor, 1939-67, and ultimately as the Annie

Louise Harrison Waterman Professor of Speech and Drama from 1967 until 1974. A demanding and prolific director, Winter staged 49 productions during her tenure.

Two of her own plays were published, *Bishop Whipple's Memorial* in 1927 and *Bridal Chorus: A Comedy in Three Acts* in 1935. Winter received a degree in mathematics from ASC, was a member of HOSAC (predecessor

to Mortar Board), Phi Beta Kappa and performed many male parts as a student in Blackfriars productions. She completed her M.A. and Ed.D. degrees in education from New York University in 1939 and 1953, respectively, and studied play writing at Yale University under George Pierce Baker.

She died in 1991 at the age of 85, in Berryville, Va.

Winter teaching at ASC.



MOTHER'S MINK

By Christine S. Cozzens

Illustration by Ralph Gilbert

What do you do with a fur coat you could never wear, yet is—and always will be—a priceless memory?

In the cool shadows of the vault at I. Magnin's in Northbrook Court, my mother's mink coat hangs on a rack, its thick folds still, its silken lining silent. A smell of cedar fills the airless chamber, where rows of coats and jackets and stoles encased in their plastic wrappers await the flurry of movement that disturbs the vault each fall when wraps are ushered out to eager owners, and again in late spring, when the garments are bundled back into their numbered cells. Some eccentrics slip in and out at odd times, their owners just back from a trip abroad or stirred at last to collect their coats by the opening of the opera season or a holiday invitation. Then, stillness and silence set in once again in the cold dark heart of the swarming shopping mall.

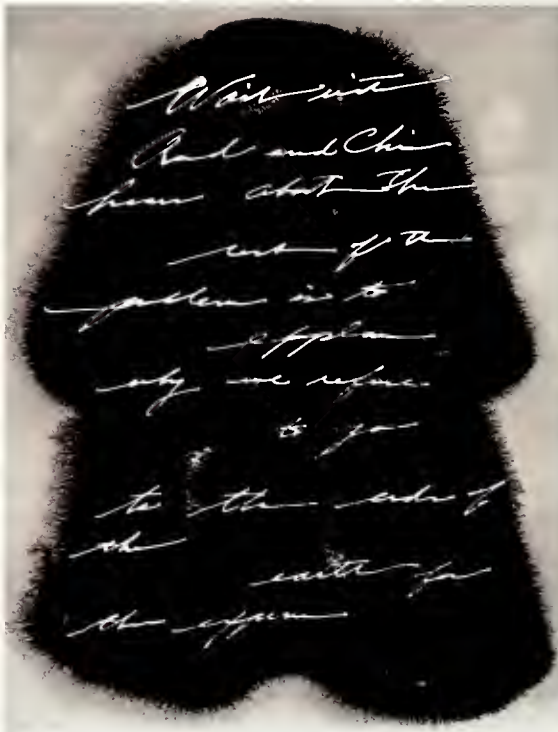
From time to time, when he's in a reflective and especially cranky mood, my father calls me up to rehearse a litany of family business—do I know where the stock certificates are, have we increased our life insurance, have I talked to my brothers—and always ends by asking in exasperation, "And what am I going to do about that coat?" as if it were some nagging relative, forever making demands.

We are agreed that we can't sell the coat. "She would have rather had me give it to a new girlfriend," Dad says, only half joking.

"You're right," I say, cringing, because had I been able to do what she wanted me to do—for once—we wouldn't be having this conversation. For I am the oldest, the only daughter, and mother's mink coat was to have been mine.

"I'm doing this for you, you know," my mother said defiantly when she first took me

to the fur salon to witness a fitting. In my T-shirt, Indian print skirt, and sandals, I was hardly a candidate for black willow mink lined with monogrammed satin, and we both burst out laughing at the thought. Two years later to the week, when Mom was lying in a hospital bed surrounded by machinery—her arms so thin and bruised from IVs that they had to give her the morphine in her



thigh—the mink coat helped her acknowledge that she was dying. Gulping oxygen with every word, she pleaded with me in the private language that families share, "Don't let your father take the pads off the dining room table"—they had been arguing for years about how to preserve its inlaid surface, my father claiming that a "natural patina" was the only solution.

A little later, having approached the abyss, she continued, her voice weak and muffled by the mask, "I want you to have my mink coat."

In one of our what-shall-we-do-about-

the-coat conversations, I proposed to Dad that we offer it for a charity auction at the hospital where my mother had worked after the youngest of us had left home. It was, after all, the money she earned from that job and the sense of entitlement it gave her that enabled her finally to achieve her dream of owning a full-length mink coat. Would an auction bring in anything like the coat's real value, Dad and I asked each other, privately wondering if people would pay money for a chance to own a dead woman's coat. (I have since discovered that "preowned" is the trade euphemism for this circumstance.)

I remember how shocked I was that steamy summer day when Mom whispered the price to me in the salon. "Ten thousand dollars!"

I gasped.

"Shhhhhhh!" she hissed, looking around uneasily, embarrassed for me as she had often been. That was August 1984, ten months after the mastectomy. Now that unspeakable sum seems a small price to have paid for the confidence in the future that purchasing the coat must have given her. Or was it a kind of bargain with fate—I can't die as long as I've got so much invested in life?

For a while, Dad and I tried to give the coat to my sister-in-law, wife of my brother the brain surgeon. Dad had been to a couple of hospital parties where all the doctors' wives were swathed in mink and thought maybe she secretly aspired to the image. But she turned us down. Though it would fit her and she has the delicate looks for it, the mink coat is too heavy a burden, even for a daughter-in-law.

"Are you sure you don't want it?" Dad asks me every now and then, but he doesn't wait for an answer.

Even if there were enough give in the seams to make the coat several sizes larger, I'm afraid I would look like some hairy behemoth in all that black fur.

"Where would I wear it?" I say to dispel this image.

Atlanta winters can be cold enough for fur, but people dress down for the parties I attend, bringing their children and carrying sloppy casseroles up the driveway from cars bearing the latest environmental slogans. No one in the family has ever seriously imagined me wearing mother's mink. I am viewed as a sort of an unglamorous sixties Jane Fonda—harsh, strident, a defender of trendy radical causes.

"You're always mad at someone," Mom would say, her voice rising to a pitch of frustration, "be nice for a change!"

I try to imagine even one situation in which I could unselfconsciously wear a full-length black willow mink coat.

Like a coat packed away in storage awaiting its owner, this story about my mother's mink lay in my drawer for almost four years awaiting an ending. Last month my sister-in-law told me, that my dad's housekeeper told her, that he had given the coat to his girlfriend, a nice widow who gardens and paints and thinks everything is marvelous. In mistaken allegiance to me, my relatives grumble behind Dad's back about this arrangement, but as I suspect Dad knows, I'm glad that the coat will be worn and enjoyed by someone who understands it as a coat and not a burden.

I would like to have been able to wear my mother's mink coat, to have done that one small thing for her. Instead, I read the books she kept by her bedside and wrote her name in—P.G. Wodehouse, Jane Austen, E.F. Benson, Barbara Pym—remember the crossword puzzles she taught me with words like ogee and adit, and write the story she would have read with care, about the importance of a mother's mink coat. **ASC**

—Cozzens, associate professor of English, teaches writing and directs the Women's Studies Program at Agnes Scott College.

I would like to have been able to wear my mother's mink coat, to have



done that one small thing for her. Instead, I read the books she kept at her bedside and wrote the story she would have read with care.

A PRAYER FOR CHILDREN

By Ina Jones Hughs '63

We pray for children

who put chocolate fingers everywhere,
who like to be tickled,
who stomp in puddles and ruin their new pants,
who sneak Popsicles before supper,
who erase holes in math workbooks,
who can never find their shoes.



And we pray for those

who stare at photographers from behind barbed wires,
who've never squeaked across the floor in new sneakers,
who never "counted potatoes,"
who are born in places we wouldn't be caught dead,
who never go to the circus,
who live in an X-rated world.

We pray for children

who bring us sticky kisses and fistfuls of dandelions,
who sleep with the dog and bury goldfish,
who hug us in a hurry and forget their lunch money,
who cover themselves with Band-Aids and sing off-key,
who squeeze toothpaste all over the sink,
who slurp their soup.

And we pray for those

who never get dessert,
who watch their parents watch them die,
who have no safe blanket to drag behind,
who can't find any bread to steal,
who don't have any rooms to clean up,
whose pictures aren't on anybody's dresser,
whose monsters are real.





We pray for children

who spend all their allowances before Tuesday,
 who throw tantrums in the grocery store
 and who pick at their food,
 who like ghost stories,
 who shove dirty clothes under the bed
 and never rinse out the tub,
 who get visits from the tooth fairy,
 who don't like to be kissed in front of the car pool,
 who squirm in church and scream in the phone,
 whose tears we sometimes laugh at
 and whose smiles can make us cry.

And we pray for those

whose nightmares come in the daytime,
 who will eat anything,
 who have never seen a dentist,
 who aren't spoiled by anybody,
 who go to bed hungry and cry themselves to sleep,
 who live and move, but have no being.



We pray for children

who want to be carried
 and for those who must.
 For those we never give up on,
 and for those who don't get a chance.
 For those we smother,
 and for those who will grab the hand of anybody
 kind enough to offer.

At a time when violence threatens to rob youngsters of their innocence, Agnes Scott alumnae and students are working to bring hope into the chaos.

By Celeste Pennington



Two Waterton, Connecticut, day-care employees stopped to check at the apartment of a two-year-old girl who had been absent for two days and could not be reached by telephone. At the sound of her teacher's voice, the toddler greeted them at the front door. The little girl was covered with blood. The body of her slain father was on the kitchen floor. According to one of the workers, the child had "thrown a blanket on her father's body" and had kept vigil through the night, sitting in a pool of blood.



From this tragic scene for one child emerges a disquieting paradox for us all: The child, as English poet William Wordsworth wrote, is the father of the man. We may derive hope in the care and love this two-year-old child lavished on her parent, notes Agnes Scott College Psychology Professor Emerita Miriam K. Drucker. Yet in a world with too many blood-stained children, the poetic contradiction may also serve as a warning. Childhood—and so our adult world—seems to be losing its protective veil.

At-risk children are on the hearts and minds of a number of Agnes Scott students and alumnae including Eileen Altman '85 who serves as a youth initiatives coordinator for the Illinois Council for Prevention of Violence. Describing how violence has turned the child's world upside down, she says, "In Chicago, we hear about parents who put their kids to bed in the bathtub to protect them from gunfire. Lying in bed can be dangerous."

Even more unfathomable to Altman and to Milling Kinard '62 who is doing post-doctoral research on child abuse at the Family Research Laboratory at the University of New Hampshire, are children at risk in the hands of those who should be their first line of defense: acquaintances and family members. An astonishing number of youngsters are beaten, maimed, molested and murdered by parents, relatives or babysitters, writes Ronald Henkoff

in *Fortune* magazine. For hundreds of thousands of children, not even the womb provides a safe haven according to Nelba Chavez, administrator of Substance Abuse and Mental Health Services Administration, who reports that more than 300,000 children have been exposed to drugs, in utero.

These at-risk children are no longer the anomaly of one or two inner-city neighborhoods. At-risk is the way veteran primary school teacher Ginger Westlund '66 describes roughly one-third to one-half of the children in each of the multi-grade classrooms at Pointe South Elementary, Clayton County, Georgia, where she serves as a special instructional assistant. "In the past 20 years we have seen so much change. The family structure has changed. We have 19-year-old parents bringing to school their five-year-old children; we have more single-parent families and fewer extended families. We see children who have been abused. We see the effects of parental drug and alcohol use. We see children with developmental delays. Since birth, some children have not had a lot of healthy stimulation—the television is a baby sitter. Then there is the influence of the media. Kids today have seen so much more violence."

For years, professionals like Westlund have warned adults to stem the steady stream of entertainment violence flowing into the home—from TV to pop music to video games. The effects are evident in the increasing number of incidents of adolescent violence, observes Drucker—"All you have to do is listen to the news." Backed by longitudinal research, the American Psychological Association's Commission on Youth and Violence warns, "The images that populate mass media actually have the longest-lasting impact of all contributors to violence." Meanwhile, more and more youth and children bring violence into their playgrounds and school rooms. Each day 6,250 teachers are threatened with injury and 260 are assaulted. Julie Weisberg, assistant professor of education at Agnes Scott, points out the number of threats and assaults should be placed in the perspective of the number of schools, nationwide. "Of course," she relents, "those numbers should be zero."

In their increasingly violence-charged world, children and youth are becoming perpetrators of heinous crimes. "Children have always fought," admits Mark Rosenberg, director of the National Center of Injury Prevention for The Centers for Disease Control, who notes that today children as young as five have been found carrying guns to school, "but now fights are more likely to be fatal." Laments an editorial writer for *Der Spiegel*, a German news-magazine, "When children, the symbol of innocence, commit the severest of crimes, then something must be going wrong with society."

At the Tenth Annual Rosalynn Carter Symposium on Mental Health Policy, Chavez said, "By kindergarten, this generation of children has had enough."

Chavez—and Altman, Westlund and Kinard—are among a growing number of professionals who know that children suffer because, as Chavez says, adults have not taken action "to keep the social fabric from unraveling. Some people believe we do not have a prayer."



"When children, the symbol of innocence, commit the severest of crimes, then something must be going wrong with society."



LIFE IN ATLANTA'S WEST END

By Ashley Wright '96

Leon, 5, seemed to be doing so well, even though we had observed his need for special attention. Then all of a sudden, it seemed, he was uncontrollable. Over the next few Saturdays, his behavior grew wild and his attitude progressively worse until finally we had to send him home. It was not until later that we learned his mother had started taking drugs again. We felt naive, never suspecting that young Leon's problems ran deeper than unruly behavior.

Drugs, shootings, rapes and murder are a part of life in Atlanta's West End government housing. In the midst of that turmoil stands West End Baptist Chapel. Every Saturday, children of the community flock there to enjoy lessons and activities. On those mornings, four of my friends from Agnes Scott and I come together with students from Georgia Tech and Emory to lead a program called JAM (Jesus And Me). I have been working with the children for almost a year, but for two or three years other students have spent Saturdays at West End, offering songs, Bible stories, crafts and games to about 20 rambunctious children.

The children recognize our cars now and some mornings run out to meet us. Little boys' faces light up with excitement as Tech guys throw them over their shoulders. Little girls run over to us and begin playing beauty parlor with our hair. Little hands reach out to be held and arms reach up for a hug. The children remember our absence from the week before, and they want to know why. They want us to be a constant in their lives, if nothing else is. All children need love and when these youngsters do not receive it at home, they need it even more from us. Love is what we try to provide with JAM.

We are not so unrealistic to think that a group of college students could change the world, so we think smaller. If we could change even one child's life and give some hope for a better future, then we feel we have done our job. Each Saturday is a challenge. It is easy for us to feel discouraged sometimes, as in the case of Leon. But when a seven-year-old girl hugs my neck and tells me she loves me, discouragement just melts away and a good feeling that I am doing something positive for children fills its place.



The children of West End "want us to be a constant in their lives. All children need love and when these youngsters do not receive it at home, they need it even more from us. Love is what we try to provide."



Ina Jones Hughs '63

A couple of times a week, Ina Jones Hughs '63 gets requests from a wide range of people for permission to use her "A Prayer for Children" (pages 18-19). Last Christmas, Charles Gibson read it on "Good Morning, America." Marian Wright Edleman, president of the Children's Defense Fund, often quotes it. The prayer was read during UNICEF's World Summit for Children in 1990. And during a presidential campaign sweep through Tennessee, Hillary Clinton concluded her speech with it.

The idea for the prayer which Hughs wrote for a newspaper column in *The Charlotte Observer* came to her as she was preparing Thanksgiving dinner and noted a public television commercial with a disadvantaged child.

"It made me think the world is divided basically between two kinds of children, the ones who are cared for and the ones brushed aside."

The prayer is included in *A Sense of Human*, a collection of her columns published by the *Knoxville News-Sentinel*, and lends its title to her latest book, *A Prayer for Children*, which she signed at ASC in May.

While Hughs, a 22-year veteran award-winning newspaper columnist, believes that "A Prayer for Children" is not her best work, she feels pleased with the thousands of permission requests that have poured in. "The thing that encourages me is that we have a wide-sweeping concern for children.

"Of course," she acknowledges, "words are the easy part."



Ellen Granum '62

As educator Ellen Granum '62 and parishioners of St. Columba's Episcopal Church (near American University) considered ways to make a difference in Washington, D.C., through a project that would involve helping families, they looked closely at helping inner-city youth.

One parishioner had served on an "I Have a Dream" project that began in the late 1980s with a challenge to a class of seventh graders that they finish high school in exchange for fully paid college tuition. "If you offered to pay their tuition, the thinking went, city kids would study hard," the *Washingtonian* magazine summed up expectations. But sponsors quickly discovered that youngsters needed more: a safe place, full stomachs, help with homework, encouragement, discipline, hope, "someone getting involved in their lives."

The parishioners considered mentoring inner-city youth but as they fleshed out details, Granum says they made an adjustment. "We decided to start with children who had not experienced a lot of failure, who still had positive feelings about themselves and the adults in their lives. We wanted to work with children before they had developed a lot of anger. That's why we decided to start with kindergarten."

After careful study and a year to establish a partnership with urban Truesdell Elementary School, St. Columba's initiated a mentoring program with 60 children in the school's three kindergarten classes.

Granum, whose expertise is early child-

hood education (see Fall '94 ASC ALUMNAE MAGAZINE, page 2), volunteers as one of two mentors assigned each day to each of the three classrooms.

Another component of the program is developing relationships, family to family. Every other Saturday, a St. Columba's bus gathers up Truesdell kindergartners, their siblings and parents who connect with volunteer adults and their children at church for breakfast and lunch, games, music and three theme-related projects (science, art and cooking). One Saturday featured fish—children found out how fish swim, they made colorful prints with fish and baked trout-shaped cookies. The program offers an enriching environment—"an alternative to television," says Granum and it encourages the parents who want to provide healthy experiences for their children.

To highlight Saturday programs and to provide an update on classwork, St. Columba's also publishes a weekly newsletter for parents, Truesdell Elementary School Kindergarten News.

"When children have violence in their lives, they don't learn to trust," notes Granum who along with others at St. Columba's is listening, learning and forming friendships. "We are treading lightly."

St. Columba's bold commitment is to mentor these same children for the next 12 years—through their high school graduation. The church has also begun a college trust fund for the children. Says Granum, "Our purpose is to fill a vacuum with hope."

"We wanted to work with children before they had developed a lot of anger. That's why we decided to start with kindergarten."



Marni Arnall Broach McGee '65

“When people read this story, they seem to have a moment of feeling very safe.”



In her third book, *Forest Child*, ASC alumna Marni McGee has crafted a story that, like all books, “has a life of its own and, somehow, [it seems] more than most.”

Kids are tough. I am shy. So when I talk to children, I get someone to go with me—someone whose lip does not tremble,” explains soft-spoken Marni Arnall Broach McGee '65 of Santa Barbara, California.

That someone is her alter ego, puppet Earl.

Years before the puppet and his friend, McGee, accepted speaking invitations, she was absorbed in the solitary task of writing for children. Between the time McGee sent

learned through my grandfather how a person can speak without words.”

Her next book, *Diego Columbus: Adventures in the High Seas*, published by Revell, was picked up by the *Weekly Reader* Home Book Club and has sold 55,000 copies. This carefully researched historical fiction for 7- to 13-year olds explores the relationship between Christopher Columbus and son Diego. “My premise: if I were a 12-year-old child of Columbus, what would I want? To be with my father. But a good father would have to say, absolutely no. Diego’s mother died in 1485. I have a scene early in the book in which Diego says, ‘I will be with you when you go.’ That is historical. Columbus answers, ‘I loved your mother and I lost her. How could I risk losing you?’ ”

McGee wrote the first draft of what she calls her miracle book, *Forest Child*, in just a matter of hours. Her writing was an intense response to learning about children in crisis.

“The words,” says McGee, “seemed to flow from my fingers as tears had flowed from my eyes.” Three weeks after receiving the manuscript, her agent sold *Forest Child* to Green Tiger Press, a division of Simon & Schuster.

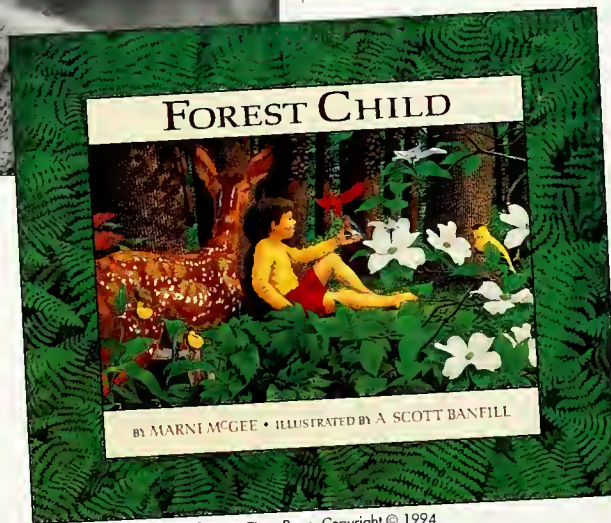
Six weeks after the first

printing, the book sold out. “When people read this story,” says McGee, “they seem to have a moment of feeling very safe.”

Forest Child is a mystical story of animals that help a boy who ventures into the woods. Late last year, the book provided the basis for a program for 550 children in Winston-Salem who listened to the story, then made themselves masks patterned after the characters. More recently, a woman composer set the words to music to be performed in a ballet for children in Houston this spring. “Books do have a life of their own,” says McGee, “and this one, somehow, more than most.”

her first manuscript to Athenaeum and received her very first acceptance letter 15 years later from Athenaeum, she admits having developed an appreciation for the nuances of rejection. A form postcard from publishers is the worst, then a form letter (unless it includes a hand-scrawled note at the bottom, like “keep on trying” or “send us more”). “When you get a personal letter of rejection,” says McGee, “you are tempted to celebrate.”

She jokes that her first book, *The Quiet Farmer*, published by Athenaeum, took 45 years to write. It is based on experience: McGee padding behind her grandfather on his farm in LaGrange, Georgia. “He was a very gentle man who seemed to give a loving blessing to the world around him. I



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E. Milling Kinard '62

That abuse and family violence takes its toll on the child is no question for E. Milling Kinard, Ph.D., a post-doctoral research fellow at the Family Research Laboratory (FRL) at the University of New Hampshire in Durham, a pioneer in research on the effects of family violence. Earlier Kinard conducted a large-scale study of behavior and school performance of abused children at the New England Research Institute in Watertown, Mass.

Kinard's research includes mother-teacher assessments of behavior problems in abused children, assessment of social support for abused children and their mothers and the academic performance in abused children. "Both mothers and teachers rated abused children as having more behavioral problems than non-abused children," she says.

From a sample of 165 abused children and their mothers and a matched comparison group of 169 nonabused children and their mothers (interviewed twice, with the interviews coming a year apart), Kinard found that abuse significantly predicted lower achievement test scores.

Abused children were also more likely than non-abused children to have lower grades in academic subjects, placement in special education programs, retention in grade, more days of absence and generally more problems in school.

Kinard points out that resources to serve abused children are often limited.

She deplores insufficient or abusive foster care—and the reluctance of the court to sever abusive parent/child ties in favor of adoption. "I have often thought that the system should not let children languish for years in foster care waiting for something good to happen to their families. If parents are not changing or not meeting the goals, it is time for the child to be adopted. The child needs a family."

Kinard, who has conducted research on children and abused children for 20 years, also sees the toll that child abuse research takes on her large team of research assistants and interviewers. "They think about these child abuse cases when they get home," she reports. "They dream about them."

"I have learned that the research team needs support. It helps them to talk over what they are finding."



MONICA KINARD PHOTO

Eileen Altman '85

Counseling adolescent survivors of gunshot injury was among the duties Eileen Altman '85 had during a year-long internship at Chicago's Cook County Hospital.

One of those sessions changed Altman. In the midst of counseling, a young man said, point blank: "You know I am going to die. I know I am going to die. Lady, why are you bothering with me anyway?"

This is evil, Altman remembers thinking. What have we done as a society so that this young man has no hope?

In 1994, after completing her doctorate, Altman joined the Illinois Council for the Prevention of Violence, where she serves as youth initiatives coordinator and manages "Peacing It Together," a violence prevention project for Illinois schools.

Altman taps school programs statewide and helps recommend resources for violence prevention. She addresses faculty and parent groups and organizes regional forums for Youth Violence Prevention.

She also helps draft state legislation that promotes inter-agency cooperation and gives "every agency a piece of the pie."

To care for children at risk, Altman advises each community to define "what we can do, together" to curb violence.

The roots of violence are in the home, so Altman suggests that parents model conflict resolution and screen media violence and "stop violence before it starts." Her programs that teach violence prevention are "really fun for kids," says Altman, and good for adults. "They learn to exercise a different kind of power."

Eileen Altman helps draft legislation for violence prevention. She speaks regularly to parent groups, urging them to "stop violence before it starts."

Altman believes parents are a key to stopping violence before it starts. But many parents don't realize they are the problem, rather than the solution.





Lucy Schow McGough '62

McGough ranks what happens to the next generation of children as "the most important" social concern.

Thousands of children take the witness stand each day in communities across the country, drawn into legal controversies ranging from criminal prosecutions to dependency/abuse proceedings.

Often the court struggles with how to discern the reliability of children as witnesses: Is a child more disposed to fantasy or memory-fade than an adult? The court also struggles with certain applications of the law. The Constitution provides for the accused to confront the accuser. Is this effective—or is there potential for further abuse—when the accuser is a child?

Lucy Schow McGough '62, a specialist in family law and Vinson and Elkins Professor of Law at Louisiana State University, has explored the vulnerabilities of children in the American adversarial legal system in *Child Witnesses: Fragile Voices in the American Legal System*, published last year by Yale University Press.

The book offers a striking transdisciplinary discussion of legal processes and rules of evidence and of social science's assessment of the developmental skills and potential reliability of children as witnesses. McGough notes significant efforts for reform and proposes statutes like recollection-recorded videotapes of children's statements to ensure reliability of the testimony.

McGough ranks what happens to the next generation of children as "the most important" social concern. Yet as she accumulated data for *Child Witnesses*, she began to realize that issues related to childhood development were underexplored.

"Women have always led the way in this area, but it took a while for my generation to see this as the cutting edge. When I graduated from Agnes Scott, children and family issues seemed to be more traditional concerns for women," says McGough, "but in truth, it turned out to be what mattered most to me."

Child Witnesses has been nominated for the Robert F. Kennedy Book Award, the Gavel Award of the American Bar Association and The Order of Coif of the Association of American Law Schools. McGough has also written *Benchbook* for Louisiana Juvenile Court judges.

Ginger Westlund '66

Ginger Westlund wears a gold pin formed from the words "Children First." Children and their ability to learn are the focus of education at Pointe South Elementary School, a Georgia School of Excellence in Riverdale, near Atlanta.

Children First also frames Westlund's philosophy honed over 20 years in primary education. "Every child can learn, even a child with a multitude of problems," insists Westlund, now a special instructional assistant who identifies at-risk children in the school's lower grades.

Westlund helped Pointe South set up multi-age classrooms for children in kindergarten through grade two—with 10 at-risk youngsters integrated into each class. All children are exposed to the concepts only second graders are expected to master. The second graders become role models of behavior and learning for the rest.

Learning-rich is how teachers describe the environment. "The room is a teacher," says Westlund. Children's art and creative work cover the walls. In different learning centers are Lego letters for spelling, a computer, saw, hammer, nails and 2x4s, an overhead projector that the children can operate, artist easels, blocks, measuring cups and spoons. Each room also has shelves of books.

"These children are not just reading boring little stories," notes Pointe South Principal Judy Robinson. "They are reading about history and insects and aircraft. They

Law Professor Lucy McGough found child and family concerns were "what mattered most."



BILLY HOWARD PHOTO, USED BY PERMISSION OF EMORY UNIVERSITY



Her "Cat-in-the-Hat" students are the reasons for Ginger Westlund's Children First motto.

study about space, dinosaurs, toys—a Georgia Tech student of robotics brought a robot for them to examine."

Children appear to interact without deference to age. Westlund calls these classrooms a true, heterogeneous group: multi-ethnic, young and old, middle-class and impoverished, at-risk and gifted.

Westlund's job is not only to identify all of the at-risk youngsters, but also to assess each child's progress.

A crucial component of the Special Instructional Assistance (SIA) program is parent education. Teachers at Pointe South confer with parents on a regular basis. But Westlund believes that to be effective, the intervention must reach children before they enter kindergarten.

An early intervention program in 19 schools in Clayton County teaches parents of four-year-olds about everything from nutrition to age-appropriate games, from toys to reading. "Parents sign a promise that they will come to these meetings—if they miss without an excuse the child is dropped. So far, I believe only one child has been dropped from the program. It is so strong,

we have parents of children who are not at risk who also want to be part of it."

Children in the early intervention program, for instance, keep a nightly reading log which the parent signs. "We just want to plant the seed, you need to read to this child—from birth."

Poverty is a primary factor in children at risk. "We have our eyes open for the child who is without a coat or who is not fed, for the child who is being abused," says Westlund who also notes at-risk children come from wealthy homes offering little interaction between parent and child.

"In my more than 20 years of teaching, I have seen an increase of learning disabilities and behavior disorders. We have children coming in who are emotionally battered, who seem to act without conscience, who are hyperactive, who have been affected by fetal alcohol syndrome and drugs, who are totally out of control. We in education are doing what we can to help these children."

Children First is a pin Westlund might like to stick in every parent's lapel. "We try to let parents know that they are the most important teacher in their child's life." **ASC**

"Every child can learn, even a child with a multitude of problems," believes Westlund.



TEACHING NONVIOLENCE IN A VIOLENT WORLD

A Gandhian View

By Plamthodathil S. Jacob

In a violent world, walking the path of nonviolence may be costly—as the lives of Jesus Christ, Gandhi and Martin Luther King Jr. prove. It is a path for the courageous and strong-willed.

In spite of the rapid progress that humankind has made in science and technology, we are living in a far more violent world. Through progress, we have sought to control the material world, but we have failed to control our inner selves.

Mahatma Gandhi, an apostle of nonviolence (*ahimsa*), understood that nonviolence should and could be practiced in a violent world. He also found that nonviolence could become a successful political strategy which he used against the British Empire at the zenith of its universal power.

The Gandhian concept of nonviolence requires a gradual process of self-purification through self-restraint. It is based on Gandhi's embrace of Truth (*satya*) as the ultimate reality and on the practice of abstinence from greed and covetousness. He believed that only through inner control that thwarts the persistent driving force of human wants and through an unfailing commitment to hold to truth (*satyagraha*) will the individual grow fit for the practice of nonviolence.

Gandhi emphasized that nonviolence is not a characteristic of the weak and it cannot be accomplished without one's building a reservoir of spiritual strength. To practice nonviolence, he knew, requires inexhaustible inner strength.

A Gandhian view offers these guidelines for moving toward a life of nonviolence:

Cultivate the inner strength

Gandhi found that religious faith and faith in the goodness of humanity gave him courage and confidence, his own building blocks of inner strength. Such faith brought him a calmness, a peacefulness of mind, a sense of tranquillity.

To cultivate inner strength, one should set aside a time for meditation and the practice of sending out mental "love waves" to individuals, incidents and activity of a violent nature.

One should practice simple acts of courage and faith—within the family, school and workplace. At first, such an exercise may leave one feeling exhausted and weak.

Gandhi also suggested the daily practice of certain simple tasks associated with self-discipline. He arose early, read inspirational material, engaged in meditational prayer and learned to control his wants. He encouraged each person to modify and work out little acts of daily discipline.

Cure the sickness of your own soul

The South Asian concept of God as Truth, Goodness and Beauty (*satyam, sivam and sundaram*) serves as a reminder of the need for those qualities within every soul. Violence reflects a lack of those qualities and confirms a sickness within the soul. The practice of nonviolence is impossible for a person with such a sickness.

Violence destroys the inner being and it destroys the individual, the group and the environment. Getting rid of violence restores creation as it was first visualized by the creator. Purging violence occurs as one works through daily spiritual exercises.

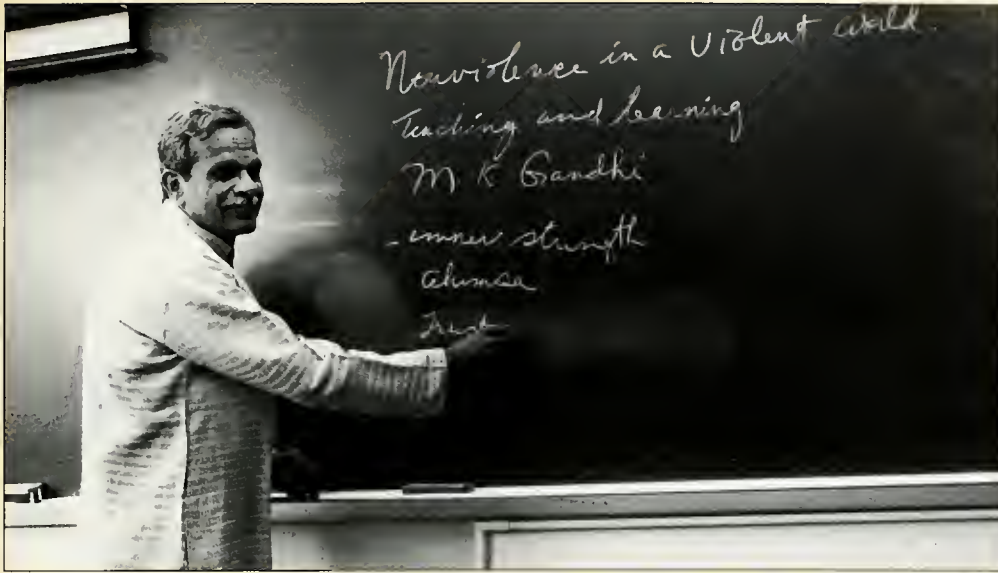
Strengthen your faith in the goodness of others

The practice of nonviolence is based on the assumption that God has placed the potential for nonviolence in all human beings, including those who are violent. Gandhi believed that only those who have such faith and who make that appeal (even in a violent world) will have the potential for awakening the quality in others.

Some appeals for nonviolence may fall on deaf ears. But even then, one must sustain the hope and belief that the deaf will learn the sign language of nonviolence and will be won over by its message.

Be ready to pay the price

In a violent world, walking the path of



Plamthodathil S. Jacob serves as a part-time professor of Bible and religion at Agnes Scott College and visiting professor of philosophy and religion at Emory University.

nonviolence may prove costly; it is a path for the courageous and strong-willed. Apostles of nonviolence—Jesus Christ, Gandhi, Martin Luther King Jr.—became victims of violence. Suffering and setbacks, even death, may be encountered. Gandhi visualized that a cadre of volunteers in every society would, out of conviction, take the risks. From their selfless service to the cause would grow the message of nonviolence.

Establish a perfectly balanced mind

An agitated mind is unstable and potentially violent. Gandhi used prayer, fasting, meditation and holding firmly to truth as a way to fortify his mind with peacefulness.

The state of the balanced mind must be like a firm rock, insisting, "I will not be moved." The Indian philosophical term is *sthithaprajna* which in this context may be translated "unshakable, immovable wisdom." The intimidating posture of violence will be unable to disturb such an outlook.

One must remember that practicing nonviolence in a violent world is no ordinary task. It requires great soul-force.

Even the person who is not ready to become an apostle of nonviolence may wish to participate in nonviolent work. Here are several things I suggest:

- ✓ Organize a voluntary corps or cell of nonviolence in your family, neighborhood, school campus, church or city. Do not expect to attract a large group. Even two or three are enough for a good beginning. Personal interaction is a key, so if you do

find a large number of people interested in nonviolence, divide them into small groups. Each group should make every effort to understand the urgency of the message, the challenges and opportunities for its practice. Practicing nonviolence, discipline, self-study and meditation should be the objective.

- ✓ Project nonviolence as a viable answer to violence. Gandhi advised his Christian friends to practice the directives of the Sermon on the Mount. He believed that walking the second mile or turning the other cheek—both teachings of Jesus Christ—offered clear examples of reconciling acts in a violent world.

- ✓ Identify specific acts of violence in your immediate area. The news media cover the most sensational violent acts but neglect others. Remember that heinous acts often build on the ordinary acts of violence.

- ✓ Address existing violence by developing a suitable program of reconciliation or peacemaking. Programs begun at local levels may become state, national—even international—programs of nonviolence.

Leaders in our pluralistic, modern world have succeeded in reducing the proliferation of nuclear weapons. Yet persisting violent practices affect all earthly life, from insects to plants, animals and humankind. The acceptance of violence at any level as an ordinary expression of human nature sets the stage for a wider world of violence.

Beginning with one's inner self, let each individual become an immovable force for reconciliation and peaceful coexistence. **ASC**

The acceptance of violence at any level as an ordinary expression of human nature sets the stage for a wider world of violence.

ASC WORLD WIDE WEB CONNECTIONS

By Audrey Arthur

Illustration by Richard Hicks

ASC students now have access to the sounds and sights of distant places, thanks to a College link with "the Web." And teachers are weaving the Web into their curriculum.

Imagine being able to see the Egyptian pyramids along the banks of the Nile, or dropping in on an exhibit at the Louvre—without packing a suitcase.

Virtual travel is now possible at Agnes Scott, using a new passport, World Wide Web (WWW or Web).

Through the Web, student users may sit down at a computer, link up with Internet—a network of computer networks—and by pointing and clicking a pointer on pictures or text, access not only text but also sounds, sophisticated graphics and video clips communicated by computers in far-flung destinations. Virtual visitors from cyberspace may drop in on the Agnes Scott campus Web document as well.

"The Web is the latest way to navigate the Internet," explains Tom Maier, director of information technology services. "There is tremendous potential to use it internally and externally." Publishing College research or magazines that include text and graphics, joining international discussion groups, observing virtual surgery or exploring the world's libraries and museums may be done with the click of a computer mouse.

The Web document is referred to as a page, and is organized similar to a page in a book.

Internet Lingo

BBS: Bulletin Board System that offers a range of goods and services such as electronic mail, games and live chat.

Flaming: Electronic insults

Lurking: Reading a forum or conference conversation to be sure your comments are relevant.

Netsurfer: Person who visits different areas of the Internet.

Usenet: Collection of discussion groups on a specific subject.

Agnes Scott is in the process of developing its own Web home page (like a table of contents), accessed through the campus network ScottLan. ASC's home page will provide linkage to information regarding admission, the Office of Technology Services, alumnae affairs, public relations and the McCain Library catalog.

Larry Riddle, associate professor of mathematics, and Alberto Sadun, associate professor of physics/astronomy, have incorporated the Web into their curriculum.

Riddle's linear algebra class is compiling biographies of female mathematicians that may be accessed through the menu in the departmental Web page.

"Usually, only individual faculty members read student assignments, but with this project, thousands of people from all over the world will read the students' work," says Riddle.

"This is a way of promoting women in mathematics, and letting others, particularly girls in high school, know about the contributions women have made in mathematics," says Riddle who notes that while mathematician biographies are available on the Web, Agnes Scott's project offers a focus on the contributions of women.

Sadun's students are

conducting a study of astronomy resources available around the world. The data and graphics gathered from their research will eventually be placed on Agnes Scott's





home page. Maier points out that one advantage for the College is that educational institutions do not pay for Web software; there is minimal cost to install the Web and the College already pays a flat fee for access to Internet and has completed an upgrade that increased the Internet connection speed 30-fold.

"We received good support from the institution and trustees and as a result have

made progress rapidly," he observes. "We were well behind most institutions in terms of our technical capabilities. Agnes Scott is now close to the leading edge, but, it's never over. . . . There has to be a continued commitment to stay current because Internet and the Web are such fast developing areas."

Those with an Internet account and access to a browser such as Mosaic or NetScape may reach Agnes Scott's developing World Wide Web home page at:

[HTTP:www.scottlan.edu](http://www.scottlan.edu)

ASC

"Agnes Scott is now close to the leading edge in computer communications technology, but, it's never over. . . ."

The Endeavor Link

Son of ASC's Information Technology Services director questions astronaut in space

From his father's office in Agnes Scott's Information Technology Services, young Thomas Maier Jr. located the World Wide Web site set up for NASA's Space Shuttle Endeavor mission in March and submitted a question for the crew.

Thomas likes to wake up in time to watch each space shuttle lift off, so he asked: "Why is blast off scheduled for 2 a.m.? That is well past my bed-time. I am 9 years old."

Out of curiosity, the next day Tom Maier, director of information technology services, checked the computer for a NASA response and found nothing.

However, a few days later the Maier family got a call—NBC-TV wanted an interview with Thomas—

NASA had chosen his question, and an astronaut had answered it, in-flight. That evening, father and son went to the ASC office and Thomas logged onto the Web. First he checked NASA's responses to questions for the day. Next Thomas selected responses from the crew where he found his name in "big letters" along with a digitized audio clip from space.

Astronaut Tamara Jernigan read Thomas' question, then explained that NASA had decided on an earlier than normal lift off to avoid a magnetic field that would have interfered with their view of stars and quasars located near the edge of the universe.

"Nice . . . and scary," is how Thomas describes his idea of being an astronaut

and exploring the universe for himself one day.

Interviews with Thomas were aired on NBC Nightly News with Tom Brokaw and on Atlanta's WSB radio. Unfazed is how Maier describes his son's reaction both to the media attention and his computer linkup with the Endeavor crew. On the other hand, Maier expressed considerable pleasure. "I was glad," he says, "to see that Thomas was willing to ask questions and not to be reserved about it."

Thomas first learned about the change in lift-off schedule during an open house at ASC's Bradley Observatory. The 15½-day Astro-2 space voyage was dedicated to astronomy with the astronauts peering deep into space.

LIFESTYLES

Healers exploring the ancient arts; clergy married to clergy; and therapeutic horseback riding for youngsters with disabilities

JOURNEYS TOWARD HEALING

Acupuncturist Marijke de Vries '56 and nurse therapist Anneke Corbett '63

Sisters, they journeyed west from the Netherlands to the United States—and to Agnes Scott College. Eventually they settled on opposite ends of the United States, where both practice ancient Eastern medicine.

Graduate school, marriage and then children followed both Marijke Schepman de Vries' and Anneke Schepman Corbett's graduation.

De Vries '56 was a stay-at-home mother in New Jersey for 14 years before returning to school and earning a graduate degree in biochemistry. Then five years into her new career as a research chemist, she broke her neck in a car crash. Hospitalized for two months and unable to work for three-and-a-half more, she visited an acupuncturist. After one treatment, she regained use of the pectoral muscle, which connects the top of



Marijke de Vries found a career in acupuncture after receiving acupuncture treatments for pain resulting from a car wreck.

the arm to the breast.

Five treatments later, de Vries felt better but, she says, "being a scientist I didn't believe my feelings." Within two years of the car accident which crushed the fifth vertebra in her neck, de Vries was free of pain, rid of pills, done with muscle relaxers and studying acupuncture.

By the early 1980s, she was working as a biochemist and volunteering on weekends as an acupuncturist at a physician-supervised clinic in the South Bronx. De Vries says with acupuncture she

is able to help diminish a patient's obesity and high blood pressure or to detox drug addicts.

"I decided maybe the car accident had to do with my not choosing to be a researcher, but getting into healthcare, which I had dreamed of since I was six years old."

After further studies and a degree in acupuncture, de Vries moved to Albuquerque where she has a private practice. Her patients "run the gamut" from women who are able to avoid hysterectomies to people relieved of

migraines, to homeless recovering drug addicts at the half-way house.

De Vries explains that detoxification via acupuncture is simple to perform and more effective than the usual treatments. Up to 75 percent of the patients who receive the acupuncture administered via five needles in their ear, do not relapse.

"Acupuncture is a medium that sends energy to the organs to strengthen them," she says. It complements Western medicine. "As long as we've termed it alternative medicine, we put an either/or perspective on things. I wouldn't be here if not for western medicine," she says referring to her near-fatal car crash.

Anneke Schepman Corbett '63 agrees with her sister and borrows from Eastern and Western medical thought in her work as a registered nurse and massage therapist. Whereas deVries practices the Chinese art of acupuncture, Corbett uses the Japanese version: Shiatsu, a massage technique performed without needles.

A single parent of two

children, she became a nurse 10 years ago as "a step out of a lower wage scale." Inspired by her sister, she began studying Chinese medicine where she lives in North Hampton, Mass. Later, she switched to the Japanense art. After three years of study and a degree, she opened a part-time Shiatsu practice and continues part time as a nurse.

Recently she wrote a grant proposal to practice the technique at the hospital, where she is a favorite of coworkers. "Hospitals are so stressful; people get headaches. I work with a lot of nurses who appreciate that a five-minute back rub can alleviate stress symptoms."

Corbett takes pride that amid nursing routines she can comfort a distressed cancer patient or ease the muscle tension of a person recovering from surgery.

"I find Shiatsu incredibly gratifying. It's an art as well as a science," she says. "It's poetic. I have pictures in my mind of what will happen to the part of the body I am working on." The ASC art major whose medium was sculpture admits, "Shiatsu fulfills me in a way art fulfilled—but in a richer more experiential way."

CLERGY MARRIED CLERGY

Ministers Mary Boyd Sugg Click '73, Dusty Kenyon Fiedler '70 and Ann Fitzgerald Aichinger '85

Two-career couples typically juggle work schedules, extra-curricular activities and day care.

Three Scotties have added another dynamic to the modern marriage. Mary Boyd "Tig" Sugg Click '73, Dusty Kenyon Fiedler '70 and Ann Fitzgerald Aichinger '85 are ministers married to ministers.

All three Presbyterian clergy note advantages and disadvantages to their marriages' shared profession. "We both had to wrestle with it before we married," says Ann Aichinger of her relationship with husband Frank, a church pastor in Fort Myers, Fla. "What did it mean for our lives, for the future, for our future children? How do two people discern God's calling?"

Aichinger attended Princeton Seminary and was a minister for two-and-a-half years then began further graduate work at Columbia Seminary where she met her future husband.

Seminary is a breeding ground for romance, she jests.

Their first try at a same-profession marriage found them each with a church—Aichinger with a 65-mile commute. She characterizes the arrangement as "extra stress." More compatible, they've found, is her position as a youth ministry consultant with a Presbytery of the surrounding 250-mile region that includes 40 churches. She is also a parish associate at her husband's church. She says the honorary title recognizes her as "Rev. Ann Aichinger," a minister also versus being "the preacher's wife."

The couple continually reflects on their dual calling, mindful that one spouse's ministry doesn't take precedence over the other's. Give and take on a daily basis means, among other things, Frank cooks dinner on days when Aichinger comes home only to leave again for a nighttime meeting. On other nights, she wears the chef's hat.

"We protect ourselves. We need time for

refreshment. We go to the beach every Friday to be with each other in nature, to have solitude and be in the presence of God."

Click met her husband, Jay, at Richmond's Union Theological Seminary. He is pastor of a church in Springfield, Va.; she is interim pastor with a possible permanent position.

Click used to think their same-career marriage was unusual, but learned that other couples holding full-time jobs have the same demands of carpooling, meeting children's schedules, et cetera. "It is as unique as two lawyers or two doctors married to each other—which is still rare," she admits.

"What is different is night meetings when you have children. There must be someone covering home base." Click worked part time when her children, now 10 and 12, were younger.

"The advantage of our both being ministers is that we can share on a meaningful level what each other's going through. The joys and frustrations. We can be more understanding."

It's easier to balance home life, she has found, when one spouse has a smaller church and the

other, a larger one. They both encourage their congregations to have lots of meals. The more meals, the more their congregations will see the entire Click family—and neither minister will have to cook.

Clemmons Presbyterian Church, Clemmons, N.C., is the second church that Fiedler and husband Bob have served as co-pastors. Both work part time, or as she explains, two-thirds time.

After seminary both served different churches and decided against the arrangement. When their second child was born, they moved to another church and became co-pastors. Working as a team, life became a little simpler when, for example, a child became sick on Saturday night. And the "relentless return of the Sunday" is a little less relentless since they alternate preaching each week.

In addition to sharing ministerial duties, the Fiedlers are "equally parenting" their children, ages 10 and 13. Both ministers work at their church in the mornings, hiring childcare during summer mornings. Each parent takes turns meeting their children when the school



The Rev. Mary Sugg Click: The advantage of husband and wife "both being ministers is that we can share on a meaningful level."

bus arrives and spending the afternoon at home.

"I'm grateful my husband was willing to do this equally," says Fiedler. "It says a lot."

HORSE SENSE

Riding therapist Irene Knox Brock '68

Irene Knox Brock has two passions: horses and children. As a dedicated volunteer, she fulfills her need for both.

Brock teaches therapeutic riding to children with disabilities. Seventy percent of her juvenile pupils—she also teaches adults once a week—are confined to wheelchairs, many due to multiple scle-

rosis, cerebral palsy or head injury. "Children in wheelchairs have no sense of freedom or mobility," she explains. "This therapy opens a whole world of sensations to them."

Often students, including adults, begin riding "like a sack of potatoes." Gradually posture changes as riding exercises the student's trunk. Unlike traditional physical therapy, the therapeutic riding works all of the muscles.

During a typical session, the student is helped up on the horse with a walker on either side, and four volunteers assisting. The walking motion of the horse moves the pupil from side to side, backward and forward. In the process of reaching for the reins or stroking the horse's mane, the student also bends at the waist and stretches both calf and foot muscles.

Other exercises include two children atop horses tossing a ball to one another or performing a number of movements designed to strengthen hand and eye coordination. Children are also taught colors. "It's tactile, mental and emotional stimulation. It's physical and fun," says Brock. "You would not believe the

number of things we come up with in using the horses. We look so stupid out there," jokes Brock, who breeds and trains championship horses.

Many children with disabilities never learned to crawl, which many educators believe is essential for developing language. Brock, a psychology major at Agnes Scott who taught at the University of Virginia in Charlottesville, participated in an experimental program in which researchers discovered a horse could be trained to walk a four-beat gait—in the same pattern an infant learns to crawl.

Often physicians warn parents that children who cannot crawl will never talk. To her pleasure, Brock has heard some of these same children in riding therapy excitedly say a horse's name as his or her first word.

Brock lives in Roanoke, Va., with husband Tom, a General Electric Company vice president. His job transfers (every four years) have enabled her to assist the National Therapeutic Riding Association and other similar programs in several Eastern cities. **ASC**

—Leisa Hammet-Goad is a freelance writer based in Nashville, Tenn.

CLASSIC

The Presser dogwood is alive and well . . . at least in alumnae memories.

I read with a pang the article in the fall ALUMNAE MAGAZINE about the Presser Dogwood and its nearing end. One of my fondest memories of my time at Agnes Scott is borne by that tree.

The spring day had been hot, and the concert of medieval music by the New York Pro Musica scheduled for the evening promised to be well-attended. In the days before air conditioning in Presser Hall (this was, I think, in the spring of 1968 or 1969), all that could be done was to open the windows of Gaines Auditorium and hope for a breeze. Nine hundred warm bodies on a warm evening were going to get warm indeed!

My friends Elizabeth Jones '71 and Tricia Johnston '72 and I were determined to get the best seats we could for the concert, so we arrived about 6:30. The windows were open already, but the breeze was barely there, high above our heads, on the first or second row. People came in. The room grew warmer. The concert began with its timeless music and we forgot the



This spring, a new dogwood is planted near the aging Presser Dogwood.

heat, for a while. By intermission time, it was nearly miserable. We looked at the windows, dark now after the late twilight of spring, and saw the dogwood blossoms nodding slightly in the barely-moving air. The tree!

Abandoning our precious seats, we went outside into the cooling air and climbed up into the dogwood's branches. We couldn't climb high enough to see the stage, but we found perches and settled in. The second half of the concert was a dream of time suspended: music hundreds of years old, the strong arms of the old tree, the quadrangle's lamplight filtered through the big white flowers, the com-

panionship of close friends.

I'm not sure life offers much that is sweeter. I shall miss the old tree.

The Rev. Mollie

Douglas Pollitt '70
Clarksville, Ga.

Poetic Inspiration

It occurred to me that it might be of interest to you for Arbor Day that the Presser dogwood inspired the imagery in two love poems I wrote as an English and music student.

As a West Texas girl, I was overwhelmed by the beauty of our campus in the spring.

"... a highlight [of my working life] was being garden editor of *House &*

Garden, a career that may have grown out of my first dazzling spring in Georgia, 1945. The Presser dogwood seemed big to us even then.

Marybeth Little

Weston Lobdell, '48
Armonk, N.Y.

A Resting Place

I remember the first time I read about how the tree was saved from being cut down. My admiration for Agnes Scott College immediately soared higher!

There were times especially during exam week when our brains were so tired! My roommate, Wendy Boatwright, and I would climb up in that tree and just rest.

It really helped.

Once I was "stir crazy" from sitting in a room and memorizing lines of Shakespeare for Dr. George Hayes' class. But it helped my nerves to go sit in the tree.

One night Wendy and I found out that one of our favorite upperclassmen was out walking with her date and heading in the direction of the tree. So we ran and got up in there just in time to see him kiss her! She found out about it, and of course she was furious with us!

After I graduated and got married, I lived in Atlanta for two years. When spring came I knew I had to go see the tree. So we packed a picnic lunch and took our little boy and a quilt, and we had a wonderful afternoon beside the tree.

Many years later and many miles away I still remembered it, almost as a friend that I missed seeing. So I took a picture of it to an artist friend and asked her to do a watercolor for me. She chose to paint a branch rather than the whole tree. It's lovely, and it hangs in my living room today.

Emily Parker
McGuirt, '60
Camden, S.C.

Pros and cons of harassment; 50th remembered again.

■ Several lines in the story, "Stopping the Nightmare," [Fall 1994 AGNES SCOTT ALUMNAE MAGAZINE] epitomize why I continue to exclude Agnes Scott College from any financial gifts. Specifically, on page 16 the author [Jane Zanca] asserts:

"It's maddening but true: More than half of the women who report harassment find that nothing happens to the one who harasses.

Indeed, Clarence Thomas got a Supreme appointment."

This suggests that accusation of harassment is equivalent to guilt. Such a notion—while certainly acceptable in today's trendy feminist circles—does not belong in a publication of a college that prides itself on a high level of scholarship. Moreover, it suggests that Clarence Thomas, rather than Anita Hill, lied. Beyond a public opinion poll, Ms. Zanca offers no evidence for such a claim.

Ms. Zanca failed to point out that Ms. Hill profited greatly from her accusation. Prior to the accusation, she was an unknown law professor at a third-rate law school; her scholarship was, at best, mediocre. Since the accusation, however, she has been nominated for an endowed chair, secured a lucrative book contract and is being well compensated on the lecture circuit.

I guess this part of the accusation didn't fit into Zanca's story, did it?

I wish that some of the funds I contribute to religious, educational and charitable organizations could go to Agnes Scott. However, the fact that things like the above crop up regularly in the alumnae publications makes me wonder whether the College has strayed from its commitment to scholarship. I hope this changes with the new president. Should I hold my breath?

Susan Smith
Van Cott '67
Selma, Ind.

■ I read with great interest and empathy Jane Zanca's article on sexual harassment. During the 20 years I spent in corporate America, I have run the gamut of being told outright that if I wanted the order I would have to "work for it" to having one member of my board of directors tell another director that my picture was in the paper on Page 8B only to discover a local nightclub's ad. . . .

But the most provocative statement came from my then-10-year-old son. As I was explaining why it was important for boys to handle a household, my son, the product of an emancipated man and woman, boldly stated that he didn't need to know about cooking and cleaning, "that's why you have a wife!"

ASC graduates/mothers of today and tomorrow should not assume that their liberated attitudes toward the role of women in modern society will naturally develop in your chauvinist-by-nature male offspring. As in all aspects of developing humanity in human beings, the training must begin at home early and be reinforced often.

Thanks for a terrific magazine!
Jamie Osgood
Shepard '74
Panama City, Fla.

■ Congratulations on another fine issue. I loved your handsome layout for my article, "Fifty Years Ago—A Remembrance" [Fall 1994, pages 30-33].

Alas, a couple of print mistakes slipped in. My roommate was Nancy Geer, not Greer, and our graduation year was '48 not '49. . . .

Marybeth Weston
Lobdell '48
Armonk, NY

■ I just finished reading the new magazine and I am still sniffing. I truly enjoyed Marybeth Lobdell's touching piece on 1944 and the article on the Presser Dogwood (sigh). Adele Clements' views on life as a Decatur firefighter and the details of Mary Jordan's white-hot career track were very well conveyed also.

Congratulations!
Andrea Swilley '90
Loganville, Ga.

GIVING ALUMNA

"I had such a great experience at ASC, I want to give something back."



GARY MEYER PHOTO

Laura Bynum '81: Agnes Scott prepared her both for her job and for being a mother and wife.

LAURA BYNUM '81

Home: Atlanta, Ga.

Age: 36

Occupation: Vice President, NationsBanc Capital Markets Group

Husband: James Jordan Bynum III, architect, Nix, Mann and Associates

Hobbies: Strolling with daughter Hays, age 1

One of the youngest charter members of the Frances Winship Walters Society, Laura Bynum is an Annual Fund contributor at the Tower Circle level, a former Annual Fund chair, a past Alumnae Board member, and a "perpetual" class chair. Ever since graduating from

Agnes Scott with a degree in psychology, Laura has given to the College.

"Working as a class chair, I learned how important it is to give," says Laura. "At first I gave just \$5 or \$10 or \$15—I thought at least that will help the College pay for postage or electricity or something." As Laura has

matured and advanced through the ranks at NationsBanc Capital Markets Group (a subsidiary of NationsBank), she has increased her giving. "When you have a baby, and as your life changes, you think more about how you want to take care of things. I'm sure that has affected my decision to give to the College."

Giving to Agnes Scott continues a relationship that began when she was a seventh grader from Memphis visiting the Agnes Scott campus. "My mother and aunt went to

college here and I saw the relationships they had made through the College. I liked the fact that Agnes Scott had that to offer as well as an education. Once I saw Agnes Scott, I fell in love with it."

Laura appreciates the "friends for a lifetime" she made while at ASC and the personalized academic attention that helped build her self-esteem. "Agnes Scott prepared me for what I do in my job and for being a mother and wife. My education has made me successful and I feel an obligation to give something back." **ASC**

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Non-profit
Organization
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Decatur, GA 30030
Permit No. 469

GARY MECK PHOTO



FALL GAMES ON THE HOCKEY FIELD ARE A SURE SIGN OF SPRING.

SPRING HAS SPRUNG

Baseball, the national pastime and sure harbinger of spring may have let us down on a national level this year, but at Agnes Scott, pick-up softball games on the hockey field are still in evidence. There are other signs of spring and the upcoming summer, too: enrollment and admission concerns are "On Campus" and we continue to remember (if not revive) the Presser Dogwood "Classic." Your "Lifestyles" speak of new life: alumnae who've changed careers and practice renewal. We include a report on child violence and ways alumnae and students are offering hope to its startlingly large number of victims. And that may be a "spring" message, too.





